

**CHALLENGES FACING THE MANAGEMENT OF THE IMPLEMENTATION OF THE
CURRICULUM ASSESSMENT POLICY STATEMENT (CAPS) IN RURAL SCHOOLS
OF SIBASA CIRCUIT**


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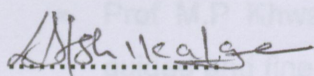
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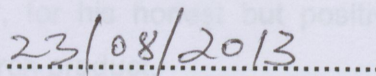


OCTOBER 2012

DECLARATION

I, **TSHIKALANGE L.D** hereby declare that the dissertation for the degree of Master of Public Management at University of Venda hereby submitted by me has not been previously submitted for a degree at this or any other university. This is my own work in design and execution, and that all reference materials contained therein has been duly acknowledged.





Signature

Date

ACKNOWLEDGEMENT

I, **TSHIKALANGE L.D**, gratefully acknowledge the following contributors for having made this dissertation a successful and memorable piece of work:

maka Vhengani. You were there for me all the way.

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- Principals, Treasurers, and Chairpersons of School governing bodies of the schools studied, for responding unreservedly to the research questions.

DEDICATION

This research was based on the challenges facing the management on the
On my personal note, I dedicate this project to my mother, Nyamuka Vhengani. You
were there for me all the way.

Recent developments in introducing the new curriculum in
South Africa have led to the hope that it would be received eagerly and become well
implemented by its utilisers. The common trend of thinking was that if South Africa
reolves a new system of education, it will obviously be in keeping with changes
cherished by its population that voted for such changes. However, these changes in
education did not come as expected. The quest for change in the new South Africa on
political, economical and social frontiers were primarily directed at entrance into the
global markets, establishing democracy and leveling the playing fields amongst South
Africa's diverse population.

These rewards would be in the form of radical policy changes sometimes far removed
from the realities of the ordinary citizen. These reforms especially those on the
educational level would prove to be flawed with constraints not anticipated by these
policy developers as well as the government of the day. The educational transformation
process was thus deemed as significant in order to address equity and equality and in
so doing also provide skilled citizens who are able to be globally competitive. Education
in South Africa is facing great challenges, especially with regard to curriculum
development.

The study uses both quantitative and qualitative techniques for data collection and
analysis. Qualitative techniques were mostly used in that they provide the researcher
with an understanding of experiences and the challenges facing the management on
the implementation of the Curriculum Assessment Policy Statement (CAPS) in rural
school of Sibese circuit. Random and purposive samplings were used for the selection
of sample for the study. Both primary and secondary data were used for analysis in this
study. Secondary data were obtained from government publications, research
publications, and reports.

ABSTRACT

This research was based on the **challenges facing the management on the implementation of the Curriculum Assessment Policy Statement (CAPS) in rural school of Sibasa circuit**. Current developments in introducing the new curriculum in South Africa have led to the hope that it would be received eagerly and become well implemented by its utilisers. The common trend of thinking was that if South Africa receives a new system of education, it will obviously be in keeping with changes cherished by its population that voted for such changes. However, these changes in education did not come as expected. The quest for change in the new South Africa on political , economical and social frontiers were primarily directed at entrance into the global markets, establishing democracy and leveling the playing fields amongst South Africa's diverse population.

These rewards would be in the form of radical policy changes sometimes far removed from the realities of the ordinary citizen. These reforms especially those on the educational level would prove to be flawed with constraints not anticipated by these policy developers as well as the government of the day. The educational transformation process was thus deemed as significant in order to address equity and equality and in so doing also provide skilled citizens who are able to be globally competitive. Education in South Africa is facing great challenges, especially with regard to curriculum development.

The study uses both quantitative and qualitative techniques for data collection and analysis. Qualitative techniques were mostly used in that they provide the researcher with an understanding of experiences and the challenges facing the management on the implementation of the Curriculum Assessment Policy Statement (CAPS) in rural school of Sibasa circuit. Random and purposive samplings were used for the selection of sample for the study. Both primary and secondary data were used for analysis in this study. Secondary data were obtained from government publications, research publications, and reports.

Findings of the study led to the following conclusions:

- The notable findings that emerged from the biographical data gathered from the teachers, revealed that the Foundation Phase teaching at the schools where I conducted my research is predominantly and exclusively a female domain.
- The majority of teachers have more than ten years teaching experience. The qualifications of these teachers are mainly consisting of the Junior Primary Teachers Diploma. There are few exceptions, as one teacher has a bachelor of education Honours degree, and another one has a Bachelor of Arts degree added to their qualifications.
- These teachers are mainly falling in the age category between 30 and 50. All of them have no intention to leave the education sector for the rest of their lives. No-one among them favours the CAPS approach in teaching.
- They are working very hard and are absolutely dedicated to their calling of teaching learners. The discussions that we had during the interviews revealed that they do not have enough CAPS training.

Several recommendations were drawn from the study. These included:

- The Department of Education should award further education certificates after training to those competent teachers who have succeeded in attending the whole course and exceeded in their performance. Certificates should also be awarded to teachers who have participated meaningfully during the training.
- The Department of Education, in partnership with the Department of Health, should make it compulsory for schools to keep the classrooms and surrounding school grounds clean and hygienic at all times. This can be done by issuing out the policy to schools and monitor its implementation regularly.

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QAPS

Continuous Assessment
Curriculum Assessment Policy Statement

QBE

Outcomes-Based Education)

HODs

Heads of Departments

GET

General Education and Training band

NCS

National Curriculum Statement

RNCS

Revised National Curriculum Statement

SMTs

School Management Teams

CHAPTER 1: ORIENTATION OF THE STUDY

LIST OF ABBREVIATION

1.1 Background to the study

| | |
|-------------|--|
| ANC | African National Congress |
| CASS | Continuous Assessment |
| CAPS | Curriculum Assessment Policy Statement |
| OBE | Outcomes-Based Education) |
| HODs | Heads of Departments |
| GET | General Education and Training band |
| NCS | National Curriculum Statement |
| RNCS | Revised National Curriculum Statement |
| SMTs | School Management Teams |

CHAPTER 1: ORIENTATION OF THE STUDY

1.1 Background to the study

The transformation of education in the post 1994 South Africa drew on concepts such as equity and redress, access, quality and democracy as defined by the Government and government policy (Kgobe, 1999:3). The explicit aim of education policy has been to rectify the past by means of equity and redress (Ibid). In an attempt to realise the latter, the Government sought to allocate resources to one national and nine provincial departments of education (Bhika, 1997). Decision-making processes were changed to incorporate consultative mechanisms between the national and provincial departments. The formulae for provincial education allocations were also changed. For redress purposes, the Government sought to shift resources from well-endowed provinces to those in need (Kgobe, 1999:3). The equity/redress strategy also included a redeployment process to address inequalities in terms of pupil: teacher ratios. The latter, however was confronted by a host of problems such as resistance from teachers and the large amounts that had to be spent on severance packages (Kgobe, 1999:3).

The improvement of the quality of education was viewed as a key concern of post-apartheid education. Important pieces of legislation which affected education since 1994 have placed quality firmly on the education transformation agenda. The White Paper on Education and Training of 1995 (WPET) states that there had been a decline in performance in many schools serving the majority of the population (Kgobe, 1999:3).

Furthermore, with the dawn of the new South Africa, the need for substantive change in all spheres of life was realised. Systems which incorporated values such as democracy, social justice and equity, equality, non racism and non sexism, ubuntu (human dignity), an open society, accountability (responsibility), rule of law, respect and reconciliation were needed to promote nation building and bridge the gap between poverty and wealth. One of the objectives in terms of reconstruction can be seen as replacing the

legacy of apartheid education and steering South Africa into the 21st century. Curriculum 2005 (C2005) was seen as the first major curriculum statement of the South African democratic dispensation, which signaled the break from a discriminative apartheid education system.

It has been three years since the implementation of C2005/OBE in grade 7 classes and still teachers in these grades seem to be struggling with a common understanding and practice of C2005/OBE. Support from the Education Management and Development Centers (EMDCs) has also been slow mainly because of a lack of sufficient funding, inadequate training of curriculum advisors as well as the huge amount of historical disadvantaged schools in the Limpopo Province that are in need of teacher training in terms of C2005/OBE (Kgobe, 1999:3).

1.2 Statement of the Problem

Section 20 of the South African Schools Act 84 of 1996 (SASA) entrusts governing bodies with the provision of quality education (Kgobe, 1999:4). The democratic governance of schools was one of the first areas of education policy, tackled by the Government of National Unity (GNU). The latter, through a process of negotiation and consultation, became policy and was set out in the South African School's Act of 1996. This Act established two legally recognised categories of schools namely, public schools and independent schools (private).

Fleisch (2002:90) and Jansen and Christie (1999:99) hold that implementation of the national school curriculum in post-apartheid South Africa was riddled with uncertainties, ineffective classroom management and a general lack of academic performance by learners, mainly as a result of inadequate training and support for teachers in the classroom. Having considered the above essential aspects related to curriculum implementation, there is thus reason to be concerned about the effectiveness of curriculum implementation in South African schools, specifically in rural schools.

Due to their remoteness, limited resources, and fluctuating quality of teacher expertise, these schools are often more challenged in terms of curriculum in Dzondi circuit of Vhembe district. Although there are many factors affecting the ineffectiveness of implementation, this study regards a school's curriculum implementation plans and the subsequent management of these implementation plans as crucial to ensuring successful implementation of a new curriculum. The central research problem that guided this study thus relates to the implementation and subsequent management of curriculum implementation at school level.

1.3 Aim of the study

The aim of the study is to investigate the challenges facing the management of the implementation of the Curriculum Assessment Policy Statement (CAPS) in rural school of Sibasa circuit.

1.4 Specific objectives

- To determine the challenges facing educators in the implementation of Curriculum Assessment Policy Statement (CAPS)
- To determine the challenges facing the school management team in the implementation of Curriculum Assessment Policy Statement (CAPS);
- To examine the level of teachers' participation in the implementation of the Curriculum Assessment Policy Statement (CAPS)

1.5 Research Questions

- What are the challenges faced by educators on the implementation of Curriculum Assessment Policy Statement (CAPS)?
- What are the challenges faced by school management teams in managing the implementation of Curriculum Assessment Policy Statement (CAPS)?

- What is the level of teachers' participation in the implementation of the Curriculum Assessment Policy Statement (CAPS)?
- What are the problems that were associated with the introduction of the Curriculum Assessment Policy Statement (CAPS)?

1.6 Significance of the Study

This study will help the government to formulate strategies to implement CAPS in schools. Although significant theoretical educational changes have been brought about to equalize the educational playing fields, there remains a number of issues that still need to be addressed in order to make education in South Africa accessible to all its citizens. The gap that exists between education department policy developers and teachers is still too wide due to flawed assumptions by these policy developers as to what really goes on in classrooms in historical disadvantaged schools and what type of teachers are operational in these classrooms. This study sets out to contribute to existing knowledge concerning the perceptions and practice surrounding CAPS. The study provides essential curriculum information to the following stakeholders; the Limpopo Province Education Department, School Communities, Non-Governmental Organizations; and as well as tertiary institutions such as universities. It is the researcher's intention to contribute to already existing base/foundation of curriculum knowledge from which further research can be conducted in finding more effective alternatives for curriculum innovation, as well as successful institutional restructuring.

1.7 Limitations of the Study

Funds are a limiting factor as the study required a lot of funds for travelling, typing, binding and photocopying. Due to the sensitivity of the topic, some people felt uncomfortable to answer research questions because they were not sure of where the information was to be taken to. This study has its strengths and possible limitations as has any study of this kind. The researcher were threatened by long distances from where some schools have been located for example, school as one of the more

distance school in Sibasa circuit. As far as the strengths are concerned the researcher believes that he has unveiled many unmentioned and well kept secrets of teachers who are teaching in the Foundation Phase. Teaching is a proud profession, and it is not so easy for an experienced teacher to acknowledge that they are struggling with the implementation of the CAPS in their classrooms. And when the teachers are well qualified to teach on top of their long experience in the Foundation Phase, so much the more the feelings of inferiority and incompetence as far as the CAPS and all the new assessment requirements are concerned.

Curriculum Implementation

1.8 Delimitation of the Study

Curriculum Implementation is traditionally seen as the delivery process. This study was conducted in primary and secondary schools in Sibasa Circuit which is found in Vhembe district in Limpopo Province.

1.10 Organisation of the Study

1.9 Definitions of key Concepts

CHAPTER 1: ORIENTATION OF THE STUDY

- **Foundation Phase**

In Chapter 1 the background to the study was introduced and the problem was stated. Foundation Phases an entry level at formal schooling system. It refers to the learners who are in the first three grades in the beginning stage of schooling, namely Grade 1, 2 and 3 (Department of Education, 2002:7). and the concept identification of some words was done.

- **Curriculum**

CHAPTER 2: LITERATURE REVIEW

Curriculum is a broad concept which includes all planned activities that take place in the school and thus also include the subject courses which take place during the normal school day (Carl, 2002: 36). According to Marsh (1997: 4), curriculum is defined as a product, a document which includes details about goals, objectives, context, teaching techniques, evaluation and assessment, and resources. Sometimes these agencies are documents issued by the government or one of its agencies and which prescribe how and what is to be taught.

CH • Curriculum Design DESIGN AND METHODOLOGY

Curriculum Design – is a phase within curriculum development which relates to both the creation of a new curriculum as well as the re-planning of an existing one, after more evaluation has been made (Carl, 2002: 87). According to Print (1993: 2) curriculum design is the process of conceptualising and arranging the elements of curriculum into a coherent pattern.

CHAPTER 4: DATA INTERPRETATION, PRESENTATION AND ANALYSIS

• Curriculum Implementation

In Chapter 4 the researcher is analysing and interpreting the collected data. In doing so, Curriculum Implementation is traditionally seen as the delivery process, the implementation of the planned activities in a purposeful way (Carl, 2002: 143). This leads to the research question in order to support the purpose of the research.

1.10 Organisation of the Study

CHAPTER 5: FINDING, CONCLUSION AND RECOMMENDATION

CHAPTER 1: ORIENTATION OF THE STUDY

Chapter 5 is the final step wherein the researcher summarises important issues, draws conclusions and makes recommendations. In Chapter 1 the background to the study was introduced and the problem was stated. The aims with this research, research questions, research hypothesis, significance of the study, limitations of the study, delimitation of the study and brief summary of literature review were discussed briefly, and the concept clarification of some words was done.

CHAPTER 2: LITERATURE REVIEW

Chapter 2 deals with the literature review and the necessary information about the topic is given in details. Different authors and writers are quoted expressing their views and opinions on the subject under discussion.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Chapter 3 is spent on how the researcher decided to conduct his research, how he chose the method of research, and detailed information on the gathering of data is provided in this chapter. The researcher is fortunately in the position to collect data by means of interviews and observation.

CHAPTER 4: DATA INTERPRETATION, PRESENTATION AND ANALYSIS

In Chapter 4 the researcher is analysing and interpreting the collected data. In doing so, the researcher is ensuring that any evidence and facts provided become the solution of the problem at hand. The data and evidence will hopefully provide answers to the research question in order to support the purpose of the research.

CHAPTER 5: FINDING, CONCLUSION AND RECOMMENDATION

Chapter 5 is the final step wherein the researcher summarises important issues, draws conclusions and provides sound recommendations.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The fundamental policy framework of the Ministry of Education is outlined in its first White Paper, *Education and Training in a Democratic South Africa*. In order to answer the identified research question, literature about two aspects related to the research question has been studied. Firstly, it was important to examine literature pertaining to curriculum plans, the need for these, as well as the characteristics of adequate plans, as asserted by scholars and other researchers in the field. Secondly, it was essential to study literature related to the management of implementation, specifically with regard to managing the implementation of these plans. The literature studied will consequently be reviewed according to these two focuses.

2.2 The legislative, regulatory and policy mandates framework

In order for the educational transformation process to get underway in the period after 1994, certain steps had to be taken with regard to policies, implementation and the promulgation of legislation so as to create an appropriate legal framework for transformation in education. Some of the key policies and legislation are outlined below.

2.2.1 The Constitution

The final Constitution of Republic of South African, 1996 emphasised that education was required to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. The Constitution also guarantees access to basic education for all with the provision that everyone has the right to basic education, including adult basic education.

2.2.2 National policy and legislation

The following policy and legislative initiatives have been made to assist in the education transformation process. The fundamental policy framework of the Ministry of Education is stated in its first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February, 1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference to subsequent policy and legislative development. Some of the key points presented by the White Paper on Education and Training (WPET) include (i) the restructuring of education within the context of transforming the apartheid legacy based on the principles and values enshrined in the Interim Constitution; and (ii) seeking to build a single non-racial education system (DoE, 1995a :21)

The South African Qualifications Authority Act (SAQA) (1995) makes provision for the establishment of the National Qualifications Framework (NQF), which forms the framework for a national learning system that integrates education and training at all levels. The NQF is an essential expression and guarantor of a national system where education and training are of equal importance as complementing facets of human competence.

The National Education Policy Act (NEPA) (1996) was designed to make explicit in law the policies and legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It provided the foundation for the establishment of the Council of Education Ministers (CEM) as well as the Heads of Education Departments Committee (HEDCOM), as intergovernmental forums to work together in developing a new education system. Furthermore the provision was made for the formulation of national policies with respect to curriculum, assessment, language policy, as well as quality assurance. NEPA embodies the

principle of co-operative governance, elaborated upon in chapter three of the 1996 Constitution.

The South African Schools Act 84 of 1996, was introduced to promote access, quality and democratic governance in the schooling system. SASA ensures that every learner has the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 15 years. It also makes provision for two types of schools viz. independent schools and public schools. SASA further makes provision for the establishment of democratic school governance through school governing bodies, which is now in place across the country. Redress and poverty is targeted through the school funding norms outlined in SASA in regard to the allocation of funds for the public schooling system.

2.2.1.2. Progress experienced by teachers

The Further Education and Training Act (1998), Education White Paper 4 on Further Education and Training (1998) and the National Strategy for Further Education and Training (1999-2001) provide the basis for the development of a nationally co-ordinated further education and training system, comprising of the senior secondary component of schooling and technical colleges. It requires further education and training institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programmes-based funding and a national curriculum for learning and teaching.

2.2.1.3. Progress made that they do not have enough books for learners to do their own

The Employment of Educators Act (1998), the primary objective of this legislation was to regulate professional, moral and ethical responsibilities of educators, as well as competency requirements for teachers. The historical division that existed in the teaching force between different educational groups is now governed by one act of Parliament and one professional council - the South African Council of Educators (SACE). The Adult Basic Education and Training Act (2000), provides for the establishment of public and private adult learning centers, funding for ABET, the governance of public centers, as well as quality assurance mechanisms for this sector.

2.2.1.4. School periods are simply too short for learner-centred activities.

2.3 Problem experience with the implementation of a new curriculum in Sibasa Circuit

The introduction of CAPS in schools came at the time when the recipients thereof were not ready to receive it. The excitement about freedom since 1994, to many people in South Africa overshadowed the concomitant implications to overhaul the system of education. Many problems surfaced from the implementation of CAPS/NCS. The critical areas that hosted problems were the cascading model, limited not effective time-frame of workshops and lack of resources to schools. In this chapter, I will argue that CAPS/NCS was rushed to be implemented in South Africa for the sake of making changes, at the expense of quality and efficiency.

2.3.1 Problems experienced by teachers

The implementation of CAPS is coupled with problems that are being experienced by teachers. Some of the problems are, according to Madden (1997:53-97), as follows:

- CAPS say an educator's success will be measured by learner assessment; teachers have a problem about this.
- Teachers feel that the new curriculum is a big change, and it might have serious consequences for their careers.
- Teachers find that they do not have enough books for learners to do their own research.
- Some teachers are suggesting that CAPS is simply a way of getting rid of teachers.
- Teachers are talking CAPS language but implement the old system in their classrooms.
- During a number of workshops, teachers were not really sure about the ideas being conveyed, but were too nervous to ask questions.
- Learners often do not take group-work seriously.
- School periods are simply too short for learner-centred activities.

- National Curriculum Statement promised to increase the workload of teachers, thus resistance was provoked.
- Workshops were rather too skeletal, conducted only for two to three days.
- Teachers complain about the new vocabulary in CAPS and it causes them to spend a lot of time acquainting with it.
- Charts to make drawings and diagrams are very expensive.

Teachers meet weekly to plan and discuss problems and activities of their implementation, but no-one has the skills to plan or assess the work of learners better (Kossor, 1995:29).

2.3.2 Problems experienced by parents about NCS in general

A court judge, Patrick; Madden wrote: "Abandoning traditional concepts of teaching, we have allowed education theorists who seemingly are more concerned with social engineering than with education, to take over the formation of our children." The problem with the State controlling CAPS is that it becomes an engineered result of someone's predetermined agenda. Dictating mass opinion through government stated outcomes undermines independent thinking, freedom of speech and privacy of conduct and belief (Kossor, 1995:19).

Teachers are far too strict on rules and do not encourage the learners to think for Curriculum Assessment Policy Statement is an intrusion into the values of our children. Parents who are trying to rear their children with strong religious values are concerned that willingness to go along with the crowd is taught by NCS as a positive rather than a negative attitude. To "respect decisions taken by a group", is a stated objective in the South African draft document. What if, under the guidance of the teacher or facilitator 'the class decides that homosexual marriage is an acceptable and even desired 'alternative' to heterosexual marriage? Why Christian children should be expected to 'respect' the group's decision.

National Curriculum Statement insidiously encourages a rejection of parental values in order to replace them with new state designed values. The new religion which CAPS will force upon our children is 'human rights' and a New Age type of spirituality. In fact this is the most disturbing feature of CAPS. The South African curriculum is full of religious values – not that of parents but of the State. The following are a few of the religious objectives: the holistic unfolding of the learners; the awareness of the need to be spiritually anchored. When a humanistic secular state talks about 'spiritual' be sure that they are not even suggesting Biblically-based spirituality.

2.3.3 Problems experienced by learners

An interview with learners in a Grade 8 class revealed the following problems they encounter:

- Pile of work is given to learners who have limited time.
- Resources are not adequately available for the different groups to conduct class research with.
- Only learners with literate parents receive meaningful support with homework at home.
- Teachers tend to set outcomes that are not easy to achieve.
- Teachers are far too strict on rules and do not encourage the learners to think for themselves.

2.4 Education after 1994

Subsequent to the first national democratic elections which took place on 27 April 1994, South Africa (SA) as a country had to engage in a huge task of transforming the education system which reflected the imbalances of apartheid in general, and Bantu Education in particular. The Limpopo Provincial Government also inherited eight previous education departments, and the standards of education differed greatly between these different departments.

The period between of 1994-1999 was simply about establishing the ideological and political credentials of the new government. Naturally, this period could not but focus on the establishment of new organisations, institutions and governance, as well as new resourcing patterns. During this period many successes were recorded. These are reflected in the many policy papers, legislation, regulation and norms and standards which have been developed and announced (Rensburg, 1998:45). Despite the dawning of a new democracy, there are still problems which face all citizens of South Africa, and they are more evident when looking at young adults in the entire South Africa and in the Limpopo Province in particular.

2.5 Curriculum Change

When the ANC government took over in 1994, plans for changing the curriculum were put in place. A change in curriculum may be brought about by many factors such as political, economic, social and technological needs. The government has to address such needs through a change in curriculum. Hoadley, Jansen, Gutlig and Adendoff (2002:201) state that “change in a country’s curriculum is usually a response to changing political, economic or social needs or a combination of these.” The new curriculum requires thorough training of teachers, provision of proper material resources, and proper procedures for assessment of learners’ performance if it is to be implemented effectively. According to Glatthorn, Boshee and Whitehead (2004:256), a high level of curriculum implementation can be expected if the curriculum changes are not unduly complex and are clearly explained to teachers, if quality materials supporting the new curriculum are made available to teachers and if administrators take the necessary steps to prevent and respond to the problem of “overload” when teachers feel overwhelmed in implementing the curriculum.

Curriculum 2005 which was outcomes-based was introduced. Teachers starting from the foundation phase throughout the general education and training (GET) band were trained on new terminology and new concepts of the curriculum. According to Mjoni (2006:2), “the introduction of curriculum 2005 as the new national education policy after

South Africa's first democratic elections in 1994, marked a radical paradigm shift and departure from the previously fragmented and discriminatory education system. Grade R to 9 constitute the new compulsory general education and training phase which covers the first ten years of schooling. Learners progress from the Foundation phase (grade R to 3) to the intermediate phase (grade 4 to 6) and finally to the senior phase (grades 7 to 9) based on their performance in various learning areas.

Department of Education(1998:15) states that "the new South African curriculum has introduced numerous changes in the education system that require structural changes at national, provincial, district and school levels in order to be fully implemented" According to Rogan (2000:121), "lack of space, learning support material, competent educators in various learning areas, long-term support systems, inadequate in-service training and lack of shared vision and commitment are critical factors that impact negatively on practical implementation.

The new curriculum brought in greater amounts of anxiety and uncertainty as teachers struggled with the understanding and application of the new concepts. Language is central in the learning process. While teachers were struggling with the new curriculum, they were also expected to meet the needs of learners in a language that is not user-friendly to learners (Rogan; 2000:121). Knowledge is constructed through language and other symbolic system.

If teachers are clear and well- organized in their presentations, both written and spoken, they will enhance the language and communication skills. According to O'neill and Kitson (1996:84), "the most important role that the coordinators of English should play, is to raise the quality of language throughout the school, explore with staff how consistency of approach and a planned progression can be introduced in the areas of speaking and listening, reading and writing." Curriculum 2005 was revised in 2001 due to challenges faced by the new curriculum. The Revised National Curriculum Statement (RNCS) was then introduced in the senior phase of the GET (general education and

training) schools. The schools experienced a severe shortage of resources such as staff shortage, textbooks, furniture and classrooms.

These unfavourable conditions impacted negatively on the implementation of the new curriculum. According to Kelly (2004:126), “each new curriculum requires extra time for teachers to prepare lessons and materials, to become familiar with the new concepts and skills to be taught, to prepare or administer new tests, and to gather reference resources.” The curriculum 2005 introduced continuous assessment (CASS) throughout the GET band. The learners who passed grade nine in 2002 could not continue with curriculum 2005 at FET (further education and training) schools as it was not yet introduced at the time. Learners had to revert to the old subjects instead of learning areas which stressed the integration of subject. The new curriculum demanded schools to be highly resourced in terms of equipment, material resources, and infrastructure.

Hoadley et al. (2002:202) state that “the Department of Education vigorously pursued policy development while giving insufficient attention to how the under-resourced provincial departments and under-resourced schools and teachers were to cope with the difficult task of implementing a radically and highly technical curriculum change, with the budgetary constraints experienced by provincial departments, the poor state of many schools, and the poor training of many teachers.

In 2006 National Curriculum Statement which is the new curriculum in South Africa was implemented by all provinces. Schools in Libode district are also implementing the National Curriculum Statement. Each learning area (subject) has its learning outcomes and assessment guidelines. The new curriculum demands a lot of reading and writing, it is therefore important that learners be exposed to English language as most of their subjects are taught in English. Pandor (2005:31) states that “the National Curriculum Statement requires extensive reading and writing in all subjects; learners think carefully about what they learn, that they have strong conceptual knowledge and are able to apply this in a variety of situations.” National Curriculum Statement requires a variety of resources that include technological equipment. Some subjects are compulsory which

include two of the South African languages, mathematics or mathematical literacy and all learners must study Life Orientation.

2.6 Curriculum Implementation in Limpopo Province

Successful implementation of a new curriculum depends on the extent to which all consumers are informed and have been prepared for the envisaged change and whether they are also prepared to associate themselves with it (Carl, 2002: 172). Curriculum implementation is traditionally seen as the delivery process, implementation can be considered as a system of engineering that takes design specifications through various channels to the teacher and classroom (Schubert, 1986: 42).

Jordaan and Mostert (1989:392-400) set out a good description of the various levels of implementation and they refer to it as macro- and micro-implementation. According to them macro-implementation is the application of policy and curriculum initiatives as determined at national level by curriculum authorities. Jordaan and Mostert (1989:393) define micro-implementation as that process during which local decisions are taken. This leads to application in practice and the eventual institutionalisation. In practice, it means the core syllabi must be implemented at school level by subject teachers. Teacher participation and initiatives are normally high at this level as, through them, they make their own mark on the development of a syllabus. Micro-implementation may therefore in practice also include the implementation of a subject teacher's subject curriculum.

2.7 The central role of the School Management Team (SMT)

As mentioned before, in the context of this study, the School Management Team (SMT) includes the school principal, the deputy-principal and the head(s) of department(s) or senior teachers. These people have an important role to play in the management of curriculum implementation at school level. With regard to curriculum implementation, it is essentially their duty to manage the implementation of the plans in a coherent and

systematic manner. In essence, the SMT needs to develop clear and identifiable implementation and management strategies.

Ornstein and Hunkins (2004:312), as well as Marsh (1997:40-42) thus advise SMTs to start with a situational analysis so as to identify the resources, behaviours and practices which need to be administered, supported, taken care of and managed. During this initial phase, the SMT needs to pay special attention to an array of relevant issues. These will now be discussed.

2.7.1 Context awareness

Marsh (1997: 40-42) emphasises that implementation strategies should be realistic and responsive to the unique context of the particular school. In this regard, a needs assessment ought to be done in order to determine the specific knowledge, skills and values relevant to the school's unique situation. These identified needs or requirements should then be infused in the implementation plans and subsequent management of implementation. Continuous monitoring of the implementation in order to determine the relevance of the plans is essential (Ornstein and Hunkins, 2004:312; Marsh, 1997:40-42).

2.7.2 Administration

Successful management of curriculum implementation requires appropriate administration, which is primarily the responsibility of the SMT. In order to promote the school's vision, aims and values; the SMT should appreciate administrative work as continually supporting the curriculum implementation management. Coleman, et al. (2003:76-77) define administration related to curriculum implementation as the monitoring of the school's staff leave register, attendance registers, timetables, code of conduct, resource book, curriculum meetings and examinations. In addition, Coleman et al. (2003: 74) emphasise the importance of clear job descriptions for all role players involved in the implementation process. In this regard, they highlight the importance of

regular and clear reciprocal communication and thus recommend 'curriculum meetings', where role players acquire clarity about their job descriptions, roles and specific tasks in the implementation process. Logan (1997:52) also promotes the notion of explanatory job descriptions that should be supplemented by additional documents, such as curriculum guidelines and manuals. This is a central task of the SMT.

2.7.3 Managing resources

Several authors concur that the management of curriculum implementation goes hand in hand with management of resources, another duty of the SMT (Early & Bubb, 2004: 173; Tomlinson, 2004:133-134; Coleman et al., 2003:86, 89; Rogan and Grayson, 2003: 1183 – 1190). Effective management of curriculum implementation depends on the availability, control and monitoring of human, financial and physical resources. These 'resources' include learners, staff members, timetables, textbooks, teaching aids, facilities and so forth. Earley and Bubb (2004:173) further emphasise the importance of adequate financial resources as a crucial element in curriculum implementation management. Rogan and Grayson (2003: 1183-1190) highlight the importance of management of physical resources, as the nature and availability of these resources directly affect the teachers' and the learners' ability to engage in effective teaching and learning. These authors thus provide a comprehensive list of such physical resources which include the school's classrooms, offices, toilets, furniture, electricity, water, security, grounds, apparatus, laboratory, library, computer and photocopying facilities (Rogan & Grayson, 2003:1186 -1190).

2.7.4 Pastoral care

Coleman et al. (2003:73) emphasise the importance of a healthy teacher morale during the implementation process. In their research, they found that South African teachers are often divided and in direct conflict with other role players involved in the implementation process. Teachers often do not trust and respect each other. These prevailing poor relationships are in many instances aggravated by the de-motivational

character of some SMTs. Additionally, the lack of resources, overcrowded classrooms and continuous increase in the teachers' workload have a detrimental effect on their attitude, morale and work ethics (Coleman et al., 2003:118-121). Rhodes et al. (2004:27, 69) thus urge SMTs not to ignore the personal and professional needs of the teachers. These authors emphasise the need for dedicated mentors who will be able to encourage and also challenge the teachers. Challenges promote progress and accountability. Once overcome, it also enhances self-confidence (Rhodes et al., 2004:27, 69). In essence, managing curriculum implementation in South African schools implies that SMTs will also facilitate pastoral care.

2.7.5 Performance management

Tomlinson (2004:133-134) regards the setting of performance targets as one of the core roles of the management team. It is the task of the SMT to articulate and specify exactly what is expected of the respective role players during the implementation process. This requires a clear system of target-setting, which can be bottom-up, in other words, derived from the learners' and community's needs, or top-down, in other words, derived from the SMT's aspirations about the goals and objectives of the implementation processes. Subsequent performance of these role players then need to be managed and the work progress monitored.

Work progress, however, needs to be evaluated against agreed-upon criteria. Performance management thus also involves provision of feedback to the monitored people and the determination of the needed improvements where and when possible. Coleman et al. (2003:84) claim that such monitoring can promote people's accountability for their work, provided that it is conducted in a structured and well-managed manner. They recommend the drafting of monitoring policies which clarify aspects such as quality teaching, effective learning, assessment and record-keeping. Coleman et al. (2004: 84) also advise SMTs to devise a classroom observation schedule for the implementation of these policies. Earley and Bubb (2004:77-82) agree, recommending that data collection instruments, such as questionnaires, observations,

participants' portfolios and interviews be used for progress monitoring purposes. Rhodes et al. (2004:25-31) also promote classroom observation as a form of performance management. However, these authors strongly believe that this should be done by trained mentors who are able to provide support regarding teaching, learning and classroom management to the observed teachers before, during and after the observation session. In this regard, Earley and Bubb (2004:77-82) stress the importance of regular and constructive feedback to the monitored and evaluated parties.

The purpose of the feedback should be to reflect on practice in order to identify strengths and weaknesses with the aim of improving implementation. Recommendations need to be made and follow-up reviews scheduled to monitor the implementation of the recommendations. Rhodes et al. (2004:97) accordingly believe that, since reflection practices encompass the identification of new professional and personal needs, they lead to the emergence of new theories upon which the next planning activities can be based.

Tomlinson (2004: 176) admits that evaluation is done to determine if the people's actions have contributed to the achievement of the set goals, objectives and targets. In this regard, Earley and Bubb (2004:30) propose the use of different standards of performance for the teachers at different levels of professional development. These authors hold that School Governing Bodies (SGBs) should also be evaluated regarding their performances related to curriculum implementation (Earley and Bubb, 2004:188-192). Rhodes, et al. (2004:28), however, believe that schools should set their own quality assurance guidelines and decide which role players require performance standards to be evaluated against.

2.8 Curriculum transform and process

Marris (1999: 85) suggests that the loss one experiences in personal tragedies, such as the death of a loved one is, in many senses, similar to the feelings of loss one experiences during periods of social or organisational change. As a consequence, says

Marris, we need to be a great deal more sensitive about how we manage feelings during change processes. As the author of this chapter, argue that we cannot simply expect people to accept change immediately, however good the reasons for the change, or the change itself might be. In exactly the same way we have to work through a process of bereavement during times of personal loss; so individuals within organisations undergoing change should be given the time and space to work through the insecurities and loss which they feel during these change processes.

Every South African teacher has in the past few years been exposed to lots of talk and activity about CAPS. Curriculum Assessment Policy Statement is a broad movement for the change of curricula in schools, colleges, universities, technikons, and community organisations and in workplace education. No one in his right mind can change a curriculum just for the sake of change, or just because it is fashionable to do so. There are always strong reasons why a curriculum has to change. Changes are often brought about because someone believes that the present curriculum is antiquated either in part or as a whole. And this someone would then have to give a strong argument why the operating curriculum or part thereof is antiquated.

Just as someone would think the operating curriculum is antiquated; another person may beg to differ and give an equally strong argument why the present curriculum is still appropriate. Yet another person may agree that the present curriculum is in fact antiquated, but disagree with what is being suggested as a replacement for that antiquated curriculum Gultig & Butlter(1999: 15).

According to Becher (1978: 109), new ideas, in education as in life, travel hopefully: few of them actually arrive at their intended destinations. Fully agree with the above statement because what the department of education is describing as effective implementation of OBE pays lip-service to the schools for which it is intended. It is tempting to agree with Becher (1978: 109) saying: most of those involved in the business of curriculum change would admit that, while a good deal is now known about how to plan, construct and try out new curriculum schemes, no one has yet come up

with a sensible way of weaving such schemes into the daily fabric of classroom life. This is confirmed by the recent review of C2005 and new changes effected to make it more adjustable to classroom life.

Many of those teachers, who first embraced the OBE curriculum as a new, acceptable idea, have 'nightmares' in their sleep with the unfolding of the very curriculum. Hopes were running high that OBE is the vehicle of success, at last, the truth to many if not all is that everything that is proposed by OBE is uncritically embraced. When this (OBE) curriculum is being implemented, all sorts of hidden snags began to reveal themselves.

2.9 Principles of curriculum change

Oliva (1988: 31-47) sets his principles about change as follows: Change is unavoidable, because life grows and develops through change. Curriculum changes which have taken place earlier may continue together with changes brought about at a later stage. Changes may take place over long period and even overlap newer developments. Curriculum change is the result or consequence of changes which take place in people. Curriculum developers must therefore Endeavour to change those people who will eventually influence curriculum change. All persons involved must have the maximum opportunity to have their input in the envisaged changes, because in this way their support during the implementation phase may be obtained.

2.10 Curriculum implementation plans

Implementation of a new school curriculum covers a wide range of related aspects and proper planning of the implementation is essential. This planning includes the drafting of implementation plans.

2.10.1 The need for implementation plans

According to Earley and Bubb (2004:192), curriculum implementation plans are required to assist the implementers to obtain a common understanding of the required curriculum practice. These plans become devices for identifying ways of solving or minimising problems related to implementation. Appropriate plans clarify the focus points of the implementation process. Clarity reduces the risks of non-delivery. Plans do not only make the tasks relevant to the users' contexts, but they also facilitate the integration of tasks and help to detect the possibility of overloading the implementers (DoE, 2003:16-17). Earley and Bubb (2004:192) thus see curriculum implementation plans as 'descriptors' of the envisaged curriculum improvement. Similarly, Glatthorn (1997:144) defines curriculum implementation plans as a school's 'record' of implementation. Fullan (2001:71-75) also argues that curriculum implementation plans provide clear guidance to the users (in this case the school management teams and teachers) in terms of what should be done to meet particular needs related to curriculum implementation or to solve a particular related problem.

2.10.2 Characteristics of good implementation plans

Several authors (Coleman, et al 2002:133-135; Fullan, 2001:71-75; Glatthorn, 1997: 144; Logan, 1997:28-33) concur that implementation plans which will positively affect the implementation process, have specific characteristics. In this regard, Logan (1997: 28 – 33) stresses that good plans will address all aspects related to curriculum implementation. Fullan (2001:71-75) agrees, asserting that good implementation plans will provide clarity on how implementers should do the tasks, why they need to do these tasks, who must take responsibility for particular tasks, by whom such people will be supervised, and what kind of resources will be required. Coleman et al. (2003:85), Fleisch (2002:133-135), as well as Glatthorn (1997: 144) believe that suitable curriculum implementation plans specify the duties and responsibilities of the various role players involved in the implementation process.

These need to be spelt out in a sequential and an integrated way. In this regard, Glatthorn, Boschee and Whitehead (2006:268-275) highlight crucial aspects that should be included in such plans. Implementation plans should not only specify the process of curriculum implementation, but should also refer to the management of the process in a sequential and integrated way.

These views concur with those of Coleman et al. (2003:85), as well as Fleisch, (2002:133-135), who argue that good curriculum implementation plans are characterised by details regarding the duties and roles of the various role players involved in the implementation process. Glatthorn (1997:144), as well as Van der Vegt and Knip (1988:63) thus regard an implementation plan as a form of a directional pressure, as it needs to accommodate all the set expectations that are required for effective curriculum implementation. Fullan (2001: 71 – 75) argues that implementation plans should include specific components which constitute “the characteristics of the change”. The rationale, goal, philosophy and vision regarding the implementation should be spelt out clearly. The plans also need to describe the specific programmes, activities, tasks, resources, time schedules, responsible persons, inside collaborating structures, outside collaborating structures, and duties of supervisors or monitors.

Hence, Wiles and Bondi (1998:198), in their discussion of curriculum implementation plans, refer to “time lines of activity”. Several authors refer to the importance of realistic plans. Short (1983: 56-59) and Hargreaves (2000: 288-292) emphasise that activities included in the implementation plans need to be realistic in order to enable effective management thereof. Appropriate implementation plans will be context-responsive by acknowledging the situational factors of the setting in which it is to be implemented. Earley and Bubb (2004: 51-52) warn that, if users are still sceptical about certain implementation tasks, those duties will not be considered by the users as ‘real’. Fullan (2001:115-215) thus sees realistic plans as those that refer to activities or tasks that match the users’ daily realities. Stufflebeam and Shinkfield (1986:175) argue that effective curriculum implementation plans also include staff development strategies, as

teachers need to be equipped to adjust their classroom instruction according to the requirements of the new curriculum.

In this regard, it may be necessary for the school managers, as process evaluators, to focus on developing specific teaching and learning skills. These can include equipping teachers with general planning skills such as how to arrange field excursions, manage resource centres, group learners and set homework and assignments. Teachers can also learn how to use diagnostic tests, provide tutorial services, counsel learners and liaise with parents effectively (Stufflebeam & Shinkfield, 1986:175). Coleman et al. (2003:54) as well as Hargreaves (2000:291-292) emphasise the importance of clarifying roles when drafting the implementation plans. In this regard, they recommend that all stakeholders, including those outside the school, be considered in these plans and that their roles be clarified. Such engagements or partnerships may prevent unnecessary misunderstandings and subsequent conflict when plans are implemented.

Appropriate implementation plans thus not only spell out the position, function and responsibilities of the principal, management team and teachers at the school, but they also elucidate the roles of the other stakeholders, such as parents and community agencies. Therefore, curriculum implementation should match the settings in which they will be implemented. They should also include times lines and justifications for implementation. From the literature discussed above, it is clear that curriculum implementation needs to be properly planned, and that this planning needs to be formulated in the form of plans. Furthermore, good quality plans will have certain characteristics, as highlighted above.

2.11 Management of curriculum implementation

However, in essence, curriculum implementation plans merely describe the envisaged improvement in practice. In order for this enhancement to occur, the proposed activities specified in these plans, need to 'come live' in an orderly manner. This requires effective management of the implementation process.

2.11.1 The need for proper curriculum implementation management

Earley and Bubb (2004:192) see appropriate management of these plans as crucial to successful curriculum implementation as it will determine the process of implementation. Logan (1997:19-20) believes that an efficiently managed curriculum implementation process will promote curriculum alignment by linking curriculum implementation to the plans, or vice versa. Hargreaves (2000:291-292) concurs that properly managed curriculum implementation limits potential conflicts among the implementers. Management in this regard encourages partnerships or interactions between implementers.

2.11.2 Characteristics of efficient management

In the context of this study, the management of curriculum implementation relates to the various role players' involvement in the implementation of the plans. The key role players in this case are the school principal, head(s) of department(s), parents, teachers and learners. These people need to monitor, as well as evaluate and review the realisation of the established objectives of the implementation (Doll, 1996:396-399). There are, however, various factors which can either facilitate or hinder the effective management of curriculum implementation. Discussed below are essential factors required to promote successful implementation. Earley and Bubb (2004:192) argue that, central to effectual management of curriculum implementation, is the notion of support. Support, in the context of management of curriculum implementation, includes all the activities pertaining to the development of the implementers' advocacy.

This view is supported by the Department of Education (DoE), who emphasises the crucial role of the SMT in the management of curriculum implementation (DoE, 2003: 6). This body needs to develop advocacy by clarifying the 'what', 'why' and 'how' of the implementation process. Role players need to be informed about the core rationale behind the new curriculum (DoE, 2003: 6). Coleman et al. (2003:118-121) as well as Breier, Gardiner and Ralphs (2008) remind us that, due to the historical inequalities,

many South African teachers are either unqualified or under-qualified. This has serious implications for curriculum implementation. These curriculum users require support in the form of peer-networking, direct coaching, as well as mentoring. This kind of reinforcement needs to be managed. Support strategies should make provision for the training of implementers, observation of peers' classroom teaching and scheduling of regular meetings for reflective discussions (Rhodes, et al, 2004:13, 55).

Furthermore, the SMT has to develop and manage implementation systems that will promote good teaching, effective learning and high standards of learner achievement. Coleman et al. (2003:53), as well as Earley and Bubb (2004:53) thus recommend interdependent and interrelated systems to address the professional development needs and performance of teachers. Such systems can include, for example, learning area committees and departmental committees.

These authors see the management of such committees as the responsibility of the SMT, and more specifically, the head of department, who can delegate the task to a senior teacher or subject coordinator. During departmental meetings, aspects like lesson plans, concept clarifications, procedures for classroom observations and feedback on curriculum experiences should be discussed. Curriculum implementation can further be facilitated by workshops on the utilization of material resources, development of assessment plans, and so forth (Coleman et al., 2003:75, 84, 95). Logan (1997:28), as well as Coleman et al. (2003:19-29) emphasise the importance of mutual understanding between all the role players.

When managing the implementation of these plans, proper communication between all the role players is vital. The managers of the implementation process need to ensure adequate information flow, and in this regard, Coleman et al. (2003: 19-29) recommend the drafting of an organisational chart which is derived from the implementation plan. Huberman and Miles (1984:213-214) and Earley and Bubb (2004:192) however, argue that the users themselves also need to take ownership of the implementation process. Yet, these authors emphasise that users will only take ownership if they are involved in

and committed to the process. The personal element should thus never be overlooked. In this regard, Taylor (1987:2) stresses the importance of nurturing positive relationships between the implementers.

Hargreaves (2000:284-285) advocates the notion of team or group work, as it does not only promote good relationships between role players, but also leads to coordination of activities. In groups, implementers solve emerging problems collaboratively. Furthermore, when the implementers are exchanging their experiences and sharing expertise or practice, they grow professionally (Earley and Bubb, 2004:89-97; Fullan, 2001:253-266). Taylor (1987:1, 2) highlights another advantage of group work during the implementation process. He argues that, due to the users' involvement in teams and subsequent interaction with other role players, their awareness regarding the implications of curriculum implementation grows.

Efficient management of curriculum implementation also implies attending to aspects of monitoring, assessment of the implementation progress and provision of regular feedback to the implementers (English and Larson, 1996:6-7; Hord, 1995: 97-98). Miller (2000:529-543) argues that the results obtained from monitoring the progress facilitate 'reviews of practice. Fullan (2001:138-146) and Hargreaves (2000: 288-292) see monitoring as a form of potential action research conducted by both the SMT and teachers, provided that the implementation process is informed by their daily and contextual experiences. Therefore, successful management maintains a learning cycle, in other words, reflection in action among the implementers (Rhodes, et al, 2004:53-57).

2.12 Conclusion

In conclusion, it is evident that curriculum change may affect the teaching if the resources required would not be available. The National Curriculum Statement demands a lot of reading, writing and research work by learners. For the teacher to know the learners' needs, assessment should be central in the teaching of subjects. The use of various forms of assessment could help teachers diagnose learners' unique

problems. Assessment should be taken with a variety of suitable assessment methods, tools and techniques. The positive behavior, where learners would abide by the teachers instruction, could contribute toward the performance of learners.

3.1 Introduction

Overcrowding in classes could also negatively affect the teaching under the new curriculum. From the literature discussed above, it is evident that curriculum plans alone will not guarantee successful implementation. In order to realize the purpose of the plans, implementation needs to be effectively managed. The literature also revealed that the management of curriculum implementation is a specialized task and managers need to be adequately equipped to perform this duty efficiently. This is particularly important for this study, which was conducted within rural settings.

3.2 The Study Area

The research was conducted in Sibasa circuit which is situated in Thulamela Local Municipality, Vhembe District. Sibasa Circuit has 20 schools which include 13 primary and 7 secondary schools. Sibasa circuit office are in Mbiti area. Though the circuit itself is in the rural area, all the schools that are under this circuit are in rural areas. The furthest school in this circuit is about 20km from the circuit office.

3.3 Research design

The study is positioned in the interpretive paradigm. This paradigm allowed for to understand the context-specific and subjective meanings that the implementers had about their roles in curriculum implementation and management (Stinger, 2004:20-26). Although this paradigm's reliance on subjective interpretation resulted in potential misconceptions and self-doubts, Stinger (2004: 20 – 26) argues that it may also lead to the discovery of new, unanticipated insights. The study has been largely quantitative in nature. Herring (2004: 5) explains that qualitative studies are performed in settings that are guided by the theme of inquiry and are characterized by a "quest for understanding". The quantitative and qualitative approaches to allow for

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter indicates the research methodology that was employed by the researcher to conduct this study. The scope of the chapter covered research design, population, sampling, data collection methods and procedure, data analysis, and ethical considerations. This is a qualitative study where the researcher used a case study design and two schools formed the case under investigation. The profile of the area was outlined as well as the people living there.

3.2 The Study Area

The research was conducted in Sibasa circuit which is situated in Thulamela Local Municipality, Vhembe District. Sibasa Circuit has 20 schools which include 13 primary and 7 secondary schools. Sibasa circuit offices are in Mbilwi area. Though the circuit itself is in the rural area, all the schools that are under this circuit are in rural areas. The furthest school in this circuit is about 30km from the circuit office.

3.3 Research design

The study is positioned in the interpretive paradigm. This paradigm allowed for to understand the context-specific and subjective meanings that the implementers had about their roles in curriculum implementation and management (Stringer, 2004:20-28). Although this paradigm's reliance on subjective interpretation resulted in potential misconceptions and self- deceptions, Stringer (2004: 20 – 28) argues that it may also lead to the discovery of new, unanticipated insights. The study has been largely quantitative in nature. Henning (2004: 3) explains that qualitative studies are performed in settings that are guarded by the theme of inquiry and are characterized by a "quest for understanding". The quantitative and qualitative approaches to allow for

understanding the qualities, characteristics and management properties of curriculum implementation at the selected schools.

3.4 Research methodology

Research methodologies refer to the rationale and the philosophical assumptions that underlie a particular study (Leedy, 2004:78). This is therefore, informed by both quantitative and qualitative approaches. Philosophically, its arguments are underlined by the challenges facing the management on the implementation of the Curriculum Assessment Policy Statement (CAPS) in rural school.

3.4.1 Quantitative research methodology

Quantitative research tends to be associated with measuring (Barnes, 1992:108). According to Good (1993:279), as well as Denzin and Lincoln (1994:4), quantitative studies emphasise the use of numerical measures to arrive at specific findings. Data collection in quantitative research is accumulated by means of inanimate instruments such as scales, tests, surveys, questionnaires and computers (Storbeck, 1994:73). Creswell (1994:4) is of the opinion that because quantitative research is impersonal and experimental it is not suitable to study human phenomenon.

Quantitative research methods include the implementation of statistics to measure data. Statistics, according to Leedy (1993:244), are a very simple matter but are a powerful tool in the hands of the researcher who is able to view their nature and interrelationships more understandably. Through statistics, therefore the researcher is able to conceptualize what otherwise might be incomprehensible (Leedy, 1993:244) hence the advantages of this study. The facts gathered from questionnaires were translated into tabular form. This was done so that the facts (statistics) would speak more clearly.

3.4.2 Qualitative research methodology

De Vos (2001:240) defines qualitative research as a multi-perspective approach making sense of interpreting or reconstruction this interaction in terms of meanings that the subjects attach to it. This approach deals with data that are principally verbal. It is the approach in which the procedures are not as strictly formalized as in quantitative research and the scope is more likely to be undefined and a more philosophical mode of operation is adopted. It aims at understanding and interpreting the meanings and intentions that underlie everyday human action. Qualitative researchers maintain that many natural properties cannot be expressed in quantitative terms; they will lose their reality if expressed simply in terms of frequency (Kincheleo, 1991:143).

Qualitative methodology refers to research which produces descriptive data: generally no numbers or counts are assigned to observations. The indispensable condition or qualification for qualitative methodology is a commitment to seeing the world from the point of view of the actor (the participant). Because of this commitment to see through the eyes of one's subjects, close involvement is advocated (Bryman, 1984:78).

Creswell (1998:12) states that it is clear that in qualitative research one gets closer to the people, talks to them and tries to get into their subjective feelings to understand the reasons why they do what they do. Reality is, therefore, subjective and one seeks to understand phenomena. Concepts are in the form of themes, motifs and categories. The research design is therefore flexible. Inductive logic is employed in the quest to derive meaning from subjects. These are meanings people attach to everyday life. Applied qualitative methodologies allow the researcher to know people personally and to see them as they are, to experience their daily struggles when confronted with real situations. Using a qualitative research methodology, the researcher interprets and describes the actions of people when confronted with life situations.

Based on the qualitative research methodology, the researcher designed and compiled semi-structured interview questions in order to collect information from principals,

teachers, SMT and circuit managers. In this regard information was collected through the use of questionnaires. The qualitative research methodology was used because it provides a framework for a subject to speak freely out in his or her own terms about a case which the researcher brings to the interaction.

3.5 Population of the Study

According to Best and Kahn (1993:13), a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher." In this study the population comprised of teachers and learners in Sibasa Circuit. A total 70 participants were drawn from the population comprised of the Principal, Heads of Department, circuit manager, principals, SMT and teachers from the Ten sampled schools. The total number of the target population consisted of 250 participants

3.6 Sampling

Creswell et al., (2007:79) define sampling as the process of selection of a portion of the identified population, or the process used to select cases for inclusion in the research study (Terre Blanche & Durrheim, 2004:274). Terre Blanche and Durrheim (2004:45) define sampling as the decision-making process deciding which people, events, behaviour and/or social processes to observe.

3.7 Sampling Method

Purposeful, random sampling was used to select the rural schools, as well as the respondents who participated in the study (Leedy & Ormrod, 2005:144). This type of sampling was the result of my judgment, on the basis of the characteristics or typical attributes that required from the studied population, of which the sample was part. The sample can thus be regarded as representative of the population from which it has been drawn (Strydom & De Vos, 2000:198).

3.8 Sampling Size of the study

Wimmer and Dominick (1983:68) state that a primary consideration in determining sample size is the methodology to be used. In some cases (focus group interviews as will be the case in this research) a sample of six or twelve subjects is adequate if they are representative of the population under study. Wimmer and Dominick (1983:60) conclude by stating that generally speaking the larger the sample used the better. However a large un-representative sample is as meaningless as a small un-representative sample.

Table 3.1: Population size of the study

| TARGET | STUDY POPULATION | STUDY SAMPLE |
|-----------------------------|------------------|--------------|
| SMT | 40 | 20 |
| Principals | 15 | 10 |
| Teachers | 120 | 35 |
| Circuit Curriculum officers | 5 | 5 |
| Total | 190 | 70 |

3.9 Research Instrument

As noted by Mouton (2002:156), data collection subsists in the use of a variety of methods and techniques of data collection in a single study. Schulze (2002b: 14) maintains that data should meet the requirements of a qualitative or quantitative research design or a design consisting of a combination of these approaches. The data collection methods in this study combined these two approaches. In an effort to acquire different facets of the same problem (symbolic reality) of the participants (Berg 1995: 4) and obtain more valid results in the research, the following method was used to collect data: questionnaires.

3.9.1 Questionnaire Survey

A questionnaire was used to determine the challenges faced by teachers in the public schools regarding the implementation of the new curriculum and assessment policy. Biographical and demographical information from the participants such as age, teaching experience and location of schools were collected together with quantitative and qualitative information with regard to participants' experiences with curriculum training and implementation. Structured items requested participants to give quantitative responses by selecting item response options of their choice while open-ended items allowed participants to share their own views and offer suggestions on aspects related to Continuous Assessment (CASS). Thus, the data contained in 23 questionnaires could be analysed.

The second part of the questionnaire had directions and 20 five point Likert-scale items for rating personnel's perceptions of planning and managing implementation of the new curriculum statement. The items asked participants to rate the extent to which they agreed or disagreed with certain aspects of their stay at the hospital. The rating scale had the following designations: 5=strongly agree; 4=agree; 3=Uncertain; 2=disagree; 1=strongly disagree. The Likert type scale was employed because it provided greater flexibility since the scale descriptions varied to fit into the nature of the question (McMillan and Schumacher, 1993:245). The development of the items in the questionnaire was formulated from each new curriculum variable which had their base in the literature review in chapter 2 and the items were spread out as follows: planning of new curriculum; management of new curriculum; learners discipline; implementation of curriculum statement and challenges of curriculum statement

3.9.2 Interviews

The interview is, in a sense, an oral type of questionnaire. Instead of writing the response, the respondents or interviewee gives the needed information verbally in a

face to face relationship (Best, 1959:167). As a research method however, the interview can be viewed as more than an exchange of small talk. It represents a direct attempt by the researcher to obtain reliable and valid measures in the form of verbal responses from one or more respondents.

The researcher also collected data on the management and implementation of Curriculum Assessment Policy Statement in the selected rural schools directly from the sampled participants by means of interviews. The decision to conduct semi-structured open-ended interviews is based on the fact that data are gathered in a relative systematic manner (Schurink, 2000: 299). Schurink also believes that this type of interview does not require a very skilled interviewer (2000: 299). Several authors concur that this kind of interview enables data comparison. It also has the potential to lead to the discovery of new aspects related to the topic under investigation (Leedy and Ormrod, 2005: 146-147).

The aim of the interview was to find out what the participants “think, know and feel” (Henning, 2004: 79) about management and implementation of curriculum implementation at their respective schools. The researcher made use of an interview guide which contained pre-formulated questions. These questions were carefully arranged and put to all the interviewees in a fairly similar sequence (Schurink, 2000: 297). In this regard, Schurink argues that these interviews are not truly open-ended, because “only the answers are open-ended” (2000: 299). The interviews were conducted in a flexible manner, in other words, space was allowed for clarification-seeking questions or explanations on particular unclear aspects (Schurink, 2000: 297). Prior to the interviews, the participants were informed about the nature and aims of the investigation, as well as the benefits of the study. All participants gave their consent to participate in the research in writing (Leedy and Ormrod, 2005:147).

Difficulties were also experienced during the interviews that were held. Many of the respondents were at times reluctant to render an interview slot at work due to work overload or legitimate tiredness on their part as well as being discouraged by the

teaching environment. At first, the respondents were very tense in the reaction to the questions, but as the interview progressed they became more relaxed and started reacting more positively towards the interviewing process. Interviews were conducted during December 2012 which lasted between 30-40 minutes. Most of the interviews were conducted at the homes of the respondents.

3.10 Data Analysis

Mouton (1996:161) points out that the term analysis basically means the resolution of a complex whole into the parts. It involves reducing to manageable proportions the wealth of data that one has collected or has available. According to Fraenkel and Wallen (1990:47), data analysis is the process of simplifying data in order to make it comprehensible. Earlandson, Harris, Skipper and Allen (1993:111) define data analysis as the process of bringing order, structure and meaning to a mass of collected data. Miles and Huberman (1994:50) state that data analysis is the process of systematically searching and arranging the interview transcription, field notes and other materials that are accumulated to increase the researcher's own understanding of them and to enable one to present what one has discovered.

As both qualitative and quantitative methods were used, different techniques were required for processing and analysing the data. Regarding the qualitative data, a simple qualitative data analysis method was used. Henning (2004:104) describes a tool for reduced, condensed and grouped data. Steps on how to process and analyse qualitative data are documented by several authors who wrote on research methods, including Henning (2004:67) as well as Rubin and Rubin (2005:21). Firstly all the data must be transcribed. It must be read and re-read for the researcher to become familiar with the data, and notes must be made to capture recurring concepts, common themes, events and other patterns in the data. These are then labeled and referred to as open coding. Next the coded data must be sorted and categorized. Then the analysed categories are ready to be written up in a report, or as in this case, a minor dissertation.

Statistical package for scientific solutions (SPSS) was used to analyse the questionnaires which were used to interview members of community. Quantitative studies emphasise the use of numerical measures to arrive at specific findings. The obtained information from questionnaires and interviews was first coded for each and every question and then entered in the Microsoft excel spreadsheet in words and number. Data from questionnaires was analysed by means of using tables and figures. The entered data from the spreadsheet was exported to the SPSS so that it could be analysed to yield the results. The unit of analysis is at the combined level of the individual, household and community participants in liaison with the local and district municipality.

3.11 Ethical Considerations

In the context of research, according to Saunders, Lewis and Thornhill, (2000:130), "... ethics refers to the appropriateness of your behavior in relation to the rights of those who become the subject of your work, or are affected by it". Most ethical issues in research fall into one of four categories namely, protection from harm, informed consent, right to privacy, and honesty with professional colleagues (Leedy & Ormrod, 2001:107-108):

3.11.1 Protection from harm

In cases where the nature of a study involved creating a small amount of psychological discomfort, participants, would know about it ahead of time, and any necessary debriefing or counseling followed immediately after their participation.

3.11.2 Informed consent

Participants were told in advance about the nature of the study to be conducted, and be given the choice of either the right to withdraw from the study at any time, as participation in a study should be strictly voluntary. It was suggested that an informed

consent form that describes the nature of research as well the nature of the required participation be presented to participants in a research study. Such a form according to Leedy & Ormrod (2001:108) contained the following information:

- A brief description of the nature of the study.
- A description of what participation will involve in terms of activities and duration.
- A statement indicating that participation is voluntary and can be terminated at any time without penalty.
- A list of potential risk and/or discomfort that participants may encounter.
- The guarantee that all responses will remain confidential and anonymous.
- The researcher's name, plus information about how the researcher can be contacted.
- An individual or office that participants can contact, should they have questions or concerns about the study.
- An offer to provide detailed information about the study (e.g., a summary of findings) upon its completion.
- A place for participants to sign and date the consent form, indicating agreement to participate.

3.11.3 Right to privacy

The research project respected participants' right to privacy. In general, a researcher kept the nature and quality of participants' performance strictly confidential.

3.11.4 Honesty with professional colleagues

The findings of the study were reported in a complete and honest fashion, without misrepresenting what they have done or intentionally misleading others as to the nature of their findings. Under no circumstances were data fabricated data to support a particular conclusion, no matter how seemingly 'noble' that conclusion might have been.

3.12 Conclusion DATA INTERPRETATION, PRESENTATION AND ANALYSIS

This chapter dealt with the aims of conducting the study. It also outlined the manner in which data was collected, analysed and why these methods were used. Furthermore the choice of data gathering instruments (questionnaire) and sample were discussed and a detailed outline of the procedure to be followed has been provided. The next chapter will deal with the data, interpretation, presentation and analysis of results. Tables and graphs, which clearly display the survey data that is being analysed within each sub category.

4.2 Biographical information

The biographical details obtained from the questionnaires were the following: gender, age, qualification and working experience. These details are discussed in the sections that follow:

Table 4.1: Participants by gender

| | Frequency | Percent (%) |
|--------|-----------|-------------|
| Male | 24 | 34.3 |
| Female | 46 | 65.7 |
| Total | 70 | 100 |

Table 4.1 indicates that, male respondents made 34.3% of the final study sample. There were 46 female making 65.7% of the final study sample. This was proportional to the percentages of males and female participants in the population.

CHAPTER 4: DATA INTERPRETATION, PRESENTATION AND ANALYSIS

| | Frequency | Percent (%) |
|-------------------------|-----------|-------------|
| 20-30 years | 4 | 6.7 |
| 4.1 Introduction | 15 | 21.4 |
| 41-50 years | 31 | 44.3 |

This chapter collates and presents their responses, analyses the said responses and interprets them. The interpretation and analysis of results is supported by tables and graphs, which clearly display the survey data that is being analysed within each sub-category.

Most respondents in the study sample fall within 41-50 years age range. They make up 44.3% of the sample was between 31-40 years of age. Respondents of various ages were well distributed in the final study sample.

4.2 Biographical information

The biographical details obtained from the questionnaires were the following: gender, age, qualification and working experience. These details are discussed in the sections that follow:

| | Frequency | Percent (%) |
|------------|-----------|-------------|
| Diploma | 26 | 40.0 |
| Bachelor's | 74 | 60.0 |

Table 4.1: Participants by gender

| Total | Frequency | Percent (%) |
|--------------|-----------|-------------|
| Male | 24 | 34.3 |
| Female | 46 | 65.7 |
| Total | 70 | 100 |

Table 4.4: Working experience

Table 4.1 indicates that, male respondents made 34.3% of the final study sample. There were 46 female making 65.7% of the final study sample. This was proportional to the percentages of males and female participants in the population.

| | Frequency | Percent (%) |
|---------------|-----------|-------------|
| 11-15 years | 12 | 17.1 |
| 16-20 years | 16 | 22.9 |
| Over 20 years | 34 | 44.3 |
| Total | 70 | 100 |

Table 4.2: Age

| | Frequency | Percent (%) |
|---------------|-----------|-------------|
| 20-30 years | 4 | 5.7 |
| 31-40 years | 15 | 21.4 |
| 41-50 years | 31 | 44.3 |
| Over 50 years | 20 | 28.6 |
| Total | 70 | 100 |

Most respondents in the study sample fell within 41-50 years age range. They make 44.3% of the sample. Only 30 percent of the sample was between 31-40 years of age. Respondents of various ages were well distributed in the final study sample.

Table 4.3: Highest qualification of the respondents

| | Frequency | Percent (%) |
|--------------|-----------|-------------|
| Diploma | 28 | 40.0 |
| Degree | 42 | 60.0 |
| Total | 70 | 100 |

Table 4.3 shows that the education level of the respondents is very high, only 40% have Diplomas. Finally 60% of the interviewed respondents have degree.

Table 4.4: Working experience

| | Frequency | Percent (%) |
|---------------|-----------|-------------|
| 1-5 years | 8 | 11.4 |
| 6-10 years | 10 | 14.3 |
| 11-15 years | 12 | 17.1 |
| 16-20 years | 16 | 22.9 |
| Over 20 years | 24 | 34.3 |
| Total | 70 | 100 |

Experience is very important in the implementation of the new curriculum like CAPS. In view of Table 4.4 shows that many educators show that they have experience that they have experience as 24 respondents constituting 34.3% were leaving more than 20 years experience, while 16 respondents had 16-20 years experience. In fact 12 respondents constituting 17.1% of the total sample had 11-15 years experience. Eight respondents constituting 11.4% only have 1-5 years experience while 10 respondents constituting 14.3% of the total sample had 6-10 years experience. Generally the majority of respondents had experience so the implantation of the new curriculum could, not pose serious problem.

Disagree

4.3 Challenges facing the management on the implementation of the Curriculum Assessment Policy Statement (CAPS)

Table 4.5: Educators are thoroughly trained in the implementation of the new curriculum

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 4 | 5.7 |
| Agree | 13 | 18.6 |
| Uncertain | 3 | 4.3 |
| Disagree | 32 | 45.7 |
| Strongly disagree | 18 | 25.7 |
| Total | 70 | 100 |

Table 4.5 shows that there were 71.4% of the respondents who disagreed that educators are thoroughly trained in the implementation of the new curriculum while a very low percentage of 24.3 agreed that educators are thoroughly trained in the implementation of the new curriculum. The disagreement cited by the respondents above could be based on the lack of information of respondents pertaining to the new

curriculum. A very small percentage of 4.3 respondents were uncertain about the training of educators in the implementation of the new curriculum something which could have its basis on ignorance of another section of the population.

Table 4.6: Implementation of CAPS is difficult due to learner’s level of understanding

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 25 | 35.7 |
| Agree | 26 | 37.1 |
| Uncertain | 4 | 5.7 |
| Disagree | 6 | 8.6 |
| Strongly disagree | 9 | 12.9 |
| Total | 70 | 100 |

In view of the response given above it was indeed difficult to implement CAPS due to learners understanding. The notion given is supported by 51 respondents constituting 72.8% of the total sample who agreed that the implementation of CAPS is difficult due to learner’s level of understanding. On the contrary 15 respondents who constituted 21.5% of the total sample disagreed that the implementation of CAPS is difficult due to learner’s level of understanding. This could be necessitated by CAPS’s dynamics in the teaching and learning environment which could not be fully comprehended by learners. The fact that 4 respondents who constituted 5.7% of the respondents were uncertain could either demonstrate lack of information of a certain section of the population.

Table 4.7: Overcrowding affects the implementation of the new curriculum

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 38 | 54.3 |
| Agree | 25 | 35.7 |
| Uncertain | 1 | 1.4 |
| Disagree | 3 | 4.3 |
| Strongly disagree | 3 | 4.3 |
| Total | 70 | 100 |

Table 4.7 shows that overcrowding has a negative effect towards the implementation of the new curriculum. This is well supported by 63 respondents constituting 90% of the total sample who agreed that overcrowding affects the implementation of the new curriculum. Table 4.5 further reveals that 6 respondents constituting 8.6% of the total sample disagreed that overcrowding affects the implementation of the new curriculum, something which could be based on the lack of information of by respondent. Only 1 respondent constituting 1.4 percent of the total sample is uncertain something which could be based on the lack of information of the respondents concerned.

Table 4.8: Lack of books in schools negatively affects implementation of CAPS

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 43 | 61.4 |
| Agree | 17 | 24.3 |
| Uncertain | 0 | 0 |
| Disagree | 5 | 7.1 |
| Strongly disagree | 5 | 7.1 |
| Total | 70 | 100 |

Table 4.8 shows that books at schools play an integral part in the execution of any curriculum and in the absence of such books the implementation of CAPS could be negatively affected. According to Table 4.6 60 respondents (85.7%) of the total sample

agreed that lack of books in schools negatively affects implementation of CAPS. It must be noted however that without making references by learners the new curriculum cannot be fully implemented, so this is not surprising to note that the percentage of those who agreed was very high. On the contrary, 10 respondents who constituted (14.1%) of the total respondent disagreed that lack of books in schools negatively affects implementation of CAPS, the idea could be based on the lack of information on the role of textbooks in the implementation of the curriculum.

| | | |
|-------------------|----|------|
| Strongly disagree | 38 | 46.5 |
| Total | 70 | 100 |

Table 4.9: Redeployment of educators negatively affects the implantation of CAPS

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 38 | 54.3 |
| Agree | 19 | 27.1 |
| Uncertain | 2 | 2.9 |
| Disagree | 3 | 4.3 |
| Strongly disagree | 8 | 11.4 |
| Total | 70 | 100 |

Table 4.9 shows that redeployment had a significant negative effect on the implementation of CAPS. According to the sampled respondents there were 57 respondents who constituted 71.4% of the total sample who agreed that redeployment of educators negatively affects the implementation of CAPS. The fact that redeployment does not consider whether the educators were trained for the CAPS worsened the matter for those who were not trained will be compelled to take over hence the implementation of CAPS is severely affected. Eleven respondents though very few, which constituted 14.7% of the total sample disagreed that redeployment of educators negatively affects the implementation of CAPS while 2 respondents which constituted 2.9% of the total sample were neutral. These could be based on the lack of knowledge of the changes and effects in the teaching fraternity.

Table 4.10: Redeployment of educators does not affect the implementation of CAPS

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 11 | 15.7 |
| Agree | 6 | 8.6 |
| Uncertain | 0 | 0 |
| Disagree | 25 | 35.7 |
| Strongly disagree | 28 | 40.0 |
| Total | 70 | 100 |

Table 4.10 shows that the respondents here had mixed responses about redeployment against. 53 respondents constituting 75.1% of the total sample disagreed that redeployment of educators does not affect the implementation of CAPS. To them redeployment had a negative impact towards the implementation of CAPS and contrary to this notion 17 of the respondents constituting 24,3% of the total sample agreed that redeployment of educators does not affect the implementation of CAPS, the perception which could be based on misconception of the respondents concerned. There were no respondents who were uncertain about the impact of redeployment.

Table 4.11: Resignation of educators from teaching affects the implementation of CAPS

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 38 | 54.3 |
| Agree | 19 | 27.1 |
| Uncertain | 1 | 1.4 |
| Disagree | 4 | 5.7 |
| Strongly disagree | 8 | 11.4 |
| Total | 70 | 100 |

Since the democratization SA in 1994 there had been a tremendous shift from one curriculum to another till to date and this shift affected educators in one way or another,

and in other instance the change compelled education to opt for resignation. This idea is supported by 57 respondents who constituted 81.4% of the total sample. Those respondents agreed that indeed resignation of educators from teaching affects the implementation of CAPs as those who opt for resignation go away with their skills, and there is no doubt that this affects the implementation of CAPs. Against the above notion 12 respondents who constituted 17.1% of the total sample agreed that resignation of educators from teaching affects the implementation of CAPs and this could be possible if those resigning were the new programme of CAPs because of ignorance of what is materializing in education 1 respondent constituting 1.4% the total sample was neutral resignation in the implementation of CAPs.

Table 4.12: Lacks of resources in schools affect the implementation of the CAPS

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 44 | 62.9 |
| Agree | 16 | 22.9 |
| Uncertain | 3 | 4.3 |
| Disagree | 3 | 4.3 |
| Strongly disagree | 4 | 5.7 |
| Total | 70 | 100 |

Table 4.12 shows that the availability of resources in any organisation is central to the day to day functioning of that organisation and in the absence of such resources such an organisation is affected the other way round there is no doubt about the effects of the lack of resources as 60 respondents constituted 85.8% of the total sample agreed that indeed lack of resources in schools affects the implementation of CAPs. Resources such as books play an integral role towards the implementation of a new curriculum like CAPs as educators and learners would need such resources for references and study purpose contrary to the above 7 respondents who constituted 8.6% of the total sample agreed that lack of resources in schools affects the implementation of CAPs.

The perception of those respondents could be based on the lack of information about the importance of resources in schools. three respondents constituting 4.3% of the total sample were uncertain something which could be based on the lack of conversancy of resources in schools.

Table 4.13: Changes of educators in learning areas is a serious problem in the implementation of new curriculum

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 46 | 66.7 |
| Agree | 19 | 27.1 |
| Uncertain | 1 | 1.4 |
| Disagree | 3 | 4.3 |
| Strongly disagree | 1 | 1.4 |
| Total | 70 | 100 |

In instances where educators change learning areas they also abandon the skills and moreover acquire the skills of new learning areas. The change itself may cause a serious damage particularly in the implementation of CAPs. It is not surprising to note that 65 respondents constituting 92.8% of the total sample agreed that change of educators in learning areas is a serious problem in the implementation of the new curriculum. Against opposing the above notion 4 respondents disagreed while 1 respondent was neutral and that demonstrated lack of knowledge by the minority of respondents which carry the opinion of the area about the impact of change of educators in learning areas.

Table 4.14: Lack of knowledge by educators in rubric, affects the implementation and implementation of the CAPS negatively

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 37 | 52.9 |
| Agree | 20 | 28.6 |
| Uncertain | 3 | 4.3 |
| Disagree | 3 | 4.3 |
| Strongly disagree | 7 | 10.0 |
| Total | 70 | 100 |

Decision making process is very important and it is important when people are given the Normally every curriculum comes with its assessment criteria which may be confusing to educators as any change creates problems to individuals. The statement above is corroborated by 57 respondents constituting 81.5% of the total sample who agreed that lack of knowledge by educators in rubric affects the implementation of CAPs negatively. It must be noted however that the majority of educators haven't been thoroughly workshopped in the new curriculum, and if they were trained they were given a four day service training which proved to be inadequate so the high percentage of agreement suffices.

Against the above notion 10 respondents constituting 14.3% of the total sample disagreed that lack of knowledge by educators in rubric, affects the implementation of CAPS negatively. No wonder why the respondents have this perception as not all the participants were fully conversant with the paradigm shift in curriculum and the dynamics of curriculum change itself. Three respondents who may be presumed to be swimming in a pool of confusion were uncertain about the effects of curriculum change. They either agree or not agree and that demonstrated the problem respondents had on the effects of curriculum change in education.

Table 4.15: Decision making process by educators in the implementation of the new curriculum is important

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 36 | 51.4 |
| Agree | 28 | 40.0 |
| Uncertain | 3 | 4.3 |
| Disagree | 2 | 2.9 |
| Strongly disagree | 1 | 1.4 |
| Total | 70 | 100 |

Decision making process is very important and in instances where people are given the opportunity to decide there is consensus so decision making process by educators, could be very important. There were 64 respondents in the majority though, who constituted 91.4% of the total sample who agreed that decision making process by educators in the implementation of the new curriculum is important. This could be based on the importance of decision making process in particular by educators in the implementation of the new curriculum. The view above was opposed by 3 respondents and 3 respondents were uncertain. 4.3% of the total sample disagreed while 4.3% of the total sample was uncertain and all these could have their basis on the lack of information and misconception with regard to the value of decision making process by educators in the implementation of the new curriculum. The deductions out of the above mixed feelings eventually confirm the importance of decision making process by educators.

Table 4.16: Educators have a negative attitude on the new curriculum

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 18 | 25.7 |
| Agree | 14 | 20.0 |
| Uncertain | 9 | 12.9 |
| Disagree | 18 | 25.7 |
| Strongly disagree | 11 | 15.7 |
| Total | 70 | 100 |

In view of table 4.16 above 47 respondents which constituted 67.2% of the total sample agreed that educators have the necessary skills to implement the new curriculum. Contrary to that 15 respondents disagreed while 8 respondents were uncertain. The deductions out of the above calculations confirm that indeed educators were given the necessary skills to can implement the new curriculum, though the minority of the respondents were is disagreement, while very few were uncertain.

Table 4.17: Educators wrongly implement the new curriculum

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 9 | 12.9 |
| Agree | 13 | 18.6 |
| Uncertain | 10 | 14.3 |
| Disagree | 21 | 30.0 |
| Strongly disagree | 17 | 24.3 |
| Total | 70 | 100 |

Since South Africa attained democracy in 1994 changes occurred in all sphere of life and education was also affected. Curriculum change ranged from report 2005, OBE, NCS and currently ANA and CAPS. These changes which occurred within a very short space of time though might not have confused educators. This is confirmed by 38 respondents which constituted 54.3% of the total sample who disagreed that educators wrongly implement the new curriculum.

Table 4.18: Educators are fully trained in the implementation of the new curriculum

This could have been necessitated by the training the educators might have undergone. Contrary to the above 22 respondents constituting 31.5% of the total sample agreed that educators wrongly implement the new curriculum. This could not surprise us through, as those respondents were not conversant with the training undertaken towards the implementation of the new curriculum. The fact that 10 respondents constituting 14.3% of the total sample were uncertain demonstrated lack of knowledge about curriculum change and implementation by the minority of respondents.

Table 4.18: Educators are fully trained in the implementation of the new curriculum

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 14 | 20.0 |
| Agree | 18 | 25.7 |
| Uncertain | 4 | 5.7 |
| Disagree | 18 | 25.7 |
| Strongly disagree | 16 | 22.9 |
| Total | 70 | 100 |

Successful implementation of any curriculum is dependent upon the training educators undergo. Table 4.18 reveals that 34 respondents which constituted 48.6% of the total sample disagreed that educators are fully trained in the implementation of each subject is given only 4 days full training, which probably could not be adequate when one takes the entire curriculum change so the disagreement could be justified. A considerable number of 32 respondents which constituted 45.7% of the total sample agreed that educators are fully trained in the implementation of the new curriculum the notion one could not refute as it was based on misconception. No wonder why 4 respondents constituting 5.7% of the total sample were uncertain about the training. This could be based on the ignorance affecting the minority respondents in that community.

Table 4.19: Educators need to be positive about the implementation of the new curriculum

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 31 | 44.3 |
| Agree | 34 | 48.6 |
| Uncertain | 1 | 1.4 |
| Disagree | 3 | 4.3 |
| Strongly disagree | 1 | 1.4 |
| Total | 70 | 100 |

The perception of educators is very important in the implementation of the new curriculum. If educators are positive they are likely to implement the curriculum rightly, but if educators are negative the possibility of implementing the new curriculum wrongly cannot be ruled out. The notion above is corroborated by 65 respondents constituting 92.9% of the total sample who agreed that educators need to be positive about the implementation of the new curriculum. Against the wish of the above respondents only 4 respondents disagreed while respondents were uncertain. The minority of respondents of 5.7% who either disagreed and 1 respondent constituting 1.4% of total sample was uncertain confirmed misconception and ignorance respectively affecting the minority of respondents in the community.

Table 4.20: Curriculum implementation by educators is properly monitored by SMT properly

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 22 | 31.4 |
| Agree | 32 | 45.7 |
| Uncertain | 4 | 5.7 |
| Disagree | 8 | 11.4 |
| Strongly disagree | 4 | 5.7 |
| Total | 70 | 100 |

sample and 3 respondents who were uncertain, something which was represented by 4.3% of the sample. In essence training of the new curriculum is done across the board, educators and SMT members inclusive. It is therefore not surprising to note that 54 respondents constituting 77.1% of the total sample agreed that curriculum implementation by educators is properly monitored by SMT, something which could be probably due to the training the SMT has undergone with educators, so monitoring would be relatively more easier. The dynamics of curriculum change could be more complex to other respondents, as 12 respondents who constituted 17.1% of the total sample disagreed that curriculum implementation by educators is properly monitored by SMT while if respondents who constituted 5.7% of the total sample were uncertain, something which has its basis on the lack of knowledge of the monitoring of the curriculum by the relevant stakeholders.

Total

Table 4.21: Curriculum implementation by educators is properly monitored by curriculum advisor

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 23 | 32.9 |
| Agree | 30 | 42.9 |
| Uncertain | 3 | 4.3 |
| Disagree | 9 | 12.9 |
| Strongly disagree | 5 | 7.1 |
| Total | 70 | 100 |

As stated on table 4.17 above training of new curriculum was done to all stakeholders including curriculum advisors and it is therefore not surprising to note that 53 respondents which constituted 75.8% of the total sample agreed that curriculum implementation by educators is properly monitored by curriculum advisors something which could have been necessitated by the training the curriculum advisors might have undergone through. No wonder why those who were uncertain and those who disagreed were in the minority, this could be due to misconception. Those were represented by 14 respondents who disagreed and it constituted 20% of the total

sample and 3 respondents who were uncertain and were constituted by 4.3% of the total sample.

Table 4.22: Educators were involved in the drafting of the new curriculum

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 8 | 11.4 |
| Agree | 4 | 5.7 |
| Uncertain | 2 | 2.9 |
| Disagree | 32 | 45.7 |
| Strongly disagree | 23 | 32.9 |
| 55 | 1 | 1.4 |
| Total | 70 | 100 |

The drafting of the new curriculum is very important particularly if the relevant stakeholders are involved. In view of table 4.19 above 55 respondents constituting 78.6% of the total sample disagreed that educators were involved in the drafting of the new curriculum. As the co-Implementers of the new curriculum, their involvement would be very important and hence educators would own the new curriculum. There were 12 respondents constituting 17.1% of the total sample who agreed that educators were involved in the drafting of the new curriculum while 2 respondents constituting 2.9% of the total sample were uncertain. This could be based on the misconception of those respondents about the involvement of the educators in the drafting of the new curriculum.

| | | |
|-------------------|----|------|
| Strongly Agree | 8 | 11.4 |
| Agree | 4 | 5.7 |
| Uncertain | 2 | 2.9 |
| Disagree | 32 | 45.7 |
| Strongly disagree | 23 | 32.9 |
| Total | 70 | 100 |

Table 4.24 reveals that 54 respondents constituting 77.1% of the total sample agreed that educators are free to participate in the implementation of the curriculum. The notion above was refuted by respondents constituting 12.8% of the total sample who disagreed

Table 4.23: The level of educator participation in the implementation of the new curriculum is good

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 14 | 20.0 |
| Agree | 34 | 48.6 |
| Uncertain | 6 | 8.6 |
| Disagree | 8 | 11.4 |
| Strongly disagree | 8 | 11.4 |
| Total | 70 | 100 |

There were 48 respondents who constituted 68.6% of the total sample who agreed that the level of educator participation in the implementation of the new curriculum is good. Against the view above, 16 respondents constituting 22.5% of the total sample disagreed that educator's level of participation in the implementation of the new curriculum is good while 6 respondents who constituted 8.16% of the total sample were uncertain about the level of educator's participation in the implementation of the new curriculum.

Table 4.24: Educators are free to participate in the implementation of the curriculum

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 18 | 25.7 |
| Agree | 36 | 51.4 |
| Uncertain | 7 | 10.0 |
| Disagree | 4 | 5.7 |
| Strongly disagree | 5 | 7.1 |
| Total | 70 | 100 |

Table 4.24 reveals that 54 respondents constituting 77.1% of the total sample agreed that educators are free to participate in the implementation of the curriculum. The notion above was refuted by respondents constituting 12.8% of the total sample who disagreed

that educators are free to participate in the implementation of the new curriculum. 7 respondents constituting 10% of the total sample were uncertain about whether educators are free to participate in the implementation of the new curriculum. In view of all scenarios one would deduce that respondents had mixed feelings about the participation of educators in the implementation of the new curriculum. The majority of respondents had a different view about the participation of educators in the curriculum implementation.

Table 4.25: Participation by educators in the implementation of new curriculum is encouraged

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 27 | 38.6 |
| Agree | 38 | 54.3 |
| Uncertain | 0 | 0 |
| Disagree | 5 | 7.1 |
| Strongly disagree | 0 | 0 |
| Total | 70 | 100 |

For educators to own the new curriculum they must be given the opportunity to participate in to implementation. There were 65 respondents who constituted 92.9% of the total sample who agreed that there is a need to encourage educators to participate in the curriculum implementation. It must be noted, however, that participation by educators in the implementation of new curriculum could encourage educators to own the curriculum and implementation could be much easier. Against the notion above 5 respondents in the minority though, who constituted 7.1% of the total sample disagreed that participation by educators in the implementation of the new curriculum is encouraged. Participation could one way or another boost the morale of educators which could be very important for the proper functioning of the new curriculum.

4.4 Interpretation of interview data

In order to gather data on the research problem, the following interview questions were included in the interview guide:

- How did you feel when the new curriculum were announced and you received the documents on CAPS?
- What was the nature and amount of the training on this new approach that you have received?
- What do you think are the chances of CAPS to succeed in South Africa?
- Are you implementing CAPS as a whole or only part thereof in your class?
- What are the strengths and weaknesses of CAPS you noticed?

The responses on Question 1 reflected that 90% of Foundation Phase teachers in the sample do not appreciate to change over to CAPS. Eighty-six percent of the teachers disagree that CAPS is being implemented with little problems. This academic Minister is quoted saying "...all signs point to a readiness for the new system ...". The teachers begged to disagree. Seventy-six percent indicated that they feel very frustrated by the implementation of CAPS. These results mean that the respondent Foundation Phase teachers were not ready for the implementation of CAPS.

In Question 2, 97% of the respondents indicated that the training received was very flashy and took a short time. One of the respondents was quite vocal about this saying: *"You cannot be taken on a crash course for one and half days and be expected to implement the new curriculum soundly."* This complements the critique of Department of Education saying that "...the hurried implementation of CAPS against the backlog that already existed; the fact that the policy was not well thought of, and will probably fail because it is implemented in isolation and ignorance of about 80 years of accumulated experience with respect to curriculum change in both first world and developing countries; and in fact, undermine the already fragile learning environment in schools and classrooms of South Africa."

One teacher responded in the following manner: *“Few teachers are taken to the workshops and they are expected to come back and pass on the information to those (teachers) who could not be invited for a workshop (the so called cascade-model). This in my opinion would really play down the actual impact of CAPS as a new system.”*

Another teacher expressed her disappointment about the future of the new system of education. She talks of *“...having begun with phase organisers and 66 specific outcomes and later the very system gets overhauled by the review committee”*.

Yet another teacher has expressed bitter feelings with respect to the change from the old system to the new. She says: *“How can you teach a learner at Foundation Phase a language lesson when you are not expected to teach him/her the vowels ‘a, e, i, o, and u? At the same time you are expected, as a teacher, to write down everything you plan to teach your learners and at the end you are to record everything learnt by the child?”*

One of the teachers sounded positive though, and said: *‘If we can give CAPS a chance to exist, that is, complying with what it needs from us - no matter difficult things may be - its success is certain’*. It is interesting to note that one respondent thinks that CAPS can succeed if we give it a chance. Such positive responses were few and far between, although it sounds good and hopeful.

Most respondents complained about the short crash courses that were conducted, instead of proper workshops. Respondents are also not in favour of the idea of training that takes place after a hard day’s work, when teachers are tired and ineffective. Respondents do not seem to be happy that training needed by all teachers seem to have been reserved for the chosen few. Most respondents are not happy with the mostly theoretical training offered during training. Respondents also express great concern over the high teacher-pupil ratio in predominantly black schools. The Grade 1 teachers are wondering as to how they are expected to cope with two different grades in the same classroom in parallel teaching.

It is important to note that as a follow-up to the question *“Are you implementing OBE as a whole or as part thereof in your classroom?”*, respondents were asked if they were pursuing further studies. What was surprising from the data is that of those teachers that were pursuing further studies, 22% were pursuing teacher education and related studies and the rest were pursuing other studies outside the scope of teacher education. It raises serious issues as to whether these teachers are pursuing those studies in order to enhance their pedagogical competencies, or whether they are studying for the fun of it or do they have intentions to venture into new jobs?

Responding to the question that asks, *“What are the strengths and weaknesses of OBE that you have noticed?”*, one respondent answered, *“if things do not go according to the government plan, such as schools functioning without resources, it would be difficult for CAPS to be implemented”; this, in other words, is a weakness.* The researcher concludes that the teachers’ difficulties to embrace, exercise and implement learner-centred approaches come as a result of their historical educational background. This should be construed in the context that most of the teachers attending the in-service training courses, come from the Bantu Education background which was characterised by inequalities and inadequacy.

Another question asked was, *“What do you know about CAPS?”* The respondents were almost all in agreement to say that *“CAPS is an approach that is learner-centred and symbolises a shift from rote learning to a creative and dynamic type of teaching and learning that includes continuous assessment of learners’ activities with the teacher playing the role of a facilitator”*. However, there is no doubt that not all teachers had the same understanding of CAPS. They understood it differently and gave different responses to mean the same thing, implying that their level of understanding differed too.

4.4.1 Limited understanding

The data obtained from the interviews also revealed that some respondents had an incomplete understanding of the essential components of implementation planning, and subsequent management. It became apparent during the interviews that at most schools, limited, if any consideration has been given to the role of the learners, the need for regular curriculum meetings, the importance of staff development opportunities, the setting of targets, or systematic sequencing and integration of tasks. One respondent for instance mentioned, “[w]e have not yet discussed our school vision. We only happen to see it written in some of the school documents”. Of particular concern in this regard is the respondents’ ignorance regarding their school’s vision and subsequent goals to strive for. When asked about the school’s vision, one teacher responded as follows, “[i]n our school, vision making and clarification are the responsibilities of the principal. Nobody else is allowed to do so”.

4.4.2 “As the need arises”

Another theme that emerged from the interviews was the *ad hoc* nature of Curriculum Assessment Policy Statement (CAPS) implementation. One head of a department, for instance, remarked, “[i]f there is a need, I make opportunities for discussions with educators so as to make them know and understand all their activities”. When asked about the management of curriculum implementation, one principal mentioned that, “I sometimes delegate to my head of department and some resourceful teachers where and when necessary”. The *ad hoc* nature of implementation was also confirmed by a few teachers. One teacher for example observed that “[s]ome of the implementation activities are not done as expected at my school”. One can thus conclude that, at these particular schools, the SMTs simply assume that some aspects related to implementation will be introduced “as the need arises”.

4.4.3 Uncertainty and despondency

During the interviews, many respondents conveyed uncertainty and despondency regarding the implementation processes at their schools. This was evidenced by numerous references to impediments which, according to the respondents, are hampering the establishment of a healthy culture of teaching and learning at the respective schools. Many respondents referred to the learners' learning problems, lack of discipline and resistance to extra work. One teacher, for example remarked that "*[l]earners sometimes resist extra work*". Another teacher complained that "*[m]ost of our learners have problems in understanding English as the school medium of instruction*". In particular, participants identified communication problems as a significant obstacle, since English as the medium of instruction in most subjects or learning areas is supposed to be used. The learners of these rural schools are all isiXhosa-speaking, and, due to their remoteness, are not sufficiently fluent in English. These aspects, according to the respondents, hampered the implementation of the curriculum and gave rise to feelings of uncertainty and despondency. One teacher for instance observed that the lack of discipline among learners is "*a threat to the safety and security*" of other curriculum implementers, in other words, the managers, teachers and other staff members.

4.4.4 Irregular monitoring and evaluation

The data obtained via the interviews showed that two predominant ways of evaluating implementation were employed at the selected schools. For the sake of convenience, regular classroom visits by member(s) of the SMT served as opportunities for implementation monitoring. One teacher for example observed that peer groups or developmental support groups were assisting the managers in monitoring the work of other implementers. These views were echoed by a school principal who mentioned that "*members of the School Management Team do class visits following their own time table*". Developmental support groups attend to both teacher assessment and empowerment at their own time. Phase and grade-specific meetings were also used to

monitor implementation. One of the heads of department explained that, at these meetings, *“I make my subordinates understand all the work they have to do in relation to curriculum matters”*. Unfortunately, it emerged during the interviews that little coordination and final consolidation of the evaluation results occurred. This, according to some of the respondents, could be due to the variety of evaluation tools that were used.

4.4.5 Multi-tasking

A common theme that emerged during all the interviews was the impact of the multiple tasks the role players had to perform during the implementation process. It was clear that all the respondents felt inundated by the extent of their administrative, managerial and extra-mural tasks, which they had to perform in addition to their core duty, namely teaching. One teacher remarked that her primary task was to *“organise tours”*. Some respondents also referred to the fact that they were often expected to do work that are beyond their capabilities. One teacher for example complained that he was intensely involved in the financial management of the particular school. As a result, he neglected certain components of curriculum implementation. From the interviews, it became apparent that, members of the SMT in particular, were struggling to fulfil all their various roles. The fact that these respondents had to be curriculum leaders as well as management specialists was experienced as very challenging. One SMT member for instance remarked that *“while I am busy with the management of the whole school, I also have to monitor the curriculum practice of other teachers”*.

4.5 Conclusion

Curriculum change does not only require new thinking on relevant curricula; it should also be realized that the role of the teacher in this process has changed. The curriculum functions that are presently expected from teachers differ from those assigned to them in 1998, for example. Is this changed role and the need for participation being taken seriously? Curriculum change should therefore not only include new thinking and action

concerning curriculum development, but also how it relates to the way teachers can be optimally involved in the process, making the outdated focus on the role of teachers as mere "recipients" redundant. By ignoring "the teacher's voice", the outcomes of new thinking on curriculum development may in fact be thwarted, prolonging the dangerous situation that teachers, as potential curriculum agents, simply remain "voices crying in the wilderness".

The interpretation and conclusions in the data analysis of Chapter 4 will be provided. The interpretation will flow according to discussions on research questions. Finally, conclusions and recommendations will be made.

5.2 Major Findings

- The notable findings that emerged from the biographical data gathered from the teachers, revealed that the Foundation Phase teaching at the schools where I conducted my research is predominantly and exclusively a female domain. The majority of teachers have more than ten years teaching experience. The qualifications of these teachers are mainly consisting of the Junior Primary Teachers Diploma. There are few exceptions, as one teacher has a bachelor of education Honours degree, and another one has a Bachelor of Arts degree added to their qualifications.
- These teachers are mainly falling in the age category between 30 and 50 years. All of them have no intention to leave the education sector for the rest of their lives. No one among them favours the CAPS approach in teaching. They are working very hard and are wholly dedicated to their calling of teaching learners. The discussions that we had during the interviews revealed that they do not have enough CAPS training. These teachers are concerned that they will go on implementing the old curriculum and prevent their final work as a CAPS product.
- Individual teachers presented different lessons for similar grades. For instance, in one of the researched schools there were three Grade 1 classes, three Grade 2 classes and two Grade 3 classes with different lesson preparations. When asked

CHAPTER 5: FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

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- These teachers are mainly falling in the age category between 30 and 50 years. All of them have no intention to leave the education sector for the rest of their lives. No-one among them favours the CAPS approach in teaching. They are working very hard and are absolutely dedicated to their calling of teaching learners. The discussions that we had during the interviews revealed that they do not have enough CAPS training. These teachers concerted that they will go on implementing the old curriculum and present their final work as a CAPS product.
- Individual teachers presented different lessons for similar grades. For instance, in one of the researched schools there were three Grade 1 classes, three Grade 2 classes and two Grade 3 classes with different lesson preparations. When asked

- why they implemented different planning, the teachers said they adapted their lessons to the needs of their classes following a common lesson preparation would present problems. There is no definite management intervention in terms of giving direction to these teachers. The Foundation Phase Head of the Department (HoD) (now commonly called an Education Specialist), was quick to say no one knows exactly what CAPS expects of teachers to do. The HoD concluded the discussions by mentioning that in all the workshops she had attended emphasis was on suiting one's lesson to the learners' needs. This was a problem in any language if the quotation was understood in the way the HoD does.
- Workshops attended by the researcher revealed that teachers are struggling with the implementation of CAPS curriculum in the classrooms. Very few teachers, if any, benefited and found these workshops helpful. The duration of these workshops was two days at most to equip teachers with all necessary skills to implement the new curriculum successfully. The trainers in these workshops were themselves not well prepared in advance in order to be of assistance to the teachers that they were training. When one teacher asked questions, she was coldly referred to the policy document with no definite page number or heading in the said document. Attendants (teachers) were quiet throughout the workshop and these teachers were very keen and active when it came to collecting the handouts without questioning the content.
- The workshops were mainly the theoretical training of teachers with no direct link to what happens in the classrooms. The trainers could not advise teachers on how to deal with overcrowded classrooms when teaching learners. The other problem was that these workshops were conducted after school hours when teachers were tired. The teachers complained of a huge amount of extra administration work that comes with CAPS.

- Teachers complained about huge classes and inadequate resources to implement CAPS meaningfully. The frequently asked question was, “Why the change to NCS?” It is a fact that nobody was happy about the limited and definitely not effective time-frame of workshops. They complained of these workshops as being skeletal. Teachers had a problem about NCS saying that an educator’s success would be measured by the learner outcomes. Some teachers were suggesting that NCS is simply a way of getting rid of teachers.
- The teachers talking about CAPS but they were still implementing the old curriculum in the class. During a number of workshops, teachers were not really sure about the ideas being conveyed, but were too nervous to ask questions. Teachers’ complaints was about the new vocabulary in NCS which caused them to spend a lot of time getting acquainted with it. Another area of concern was that they were being bombarded with different work material from all the publishers you could think of. They further said that they were being sent to ignorant consultants (trainers) who themselves had no idea on how things work in the real world.
- As far as the physical facilities are concerned, the schools that the researcher visited were well-built but not well-looked after facilities. The one school had an unpainted, rather worn out roof, with graffiti on the walls. Broken window panes, squirting water in the toilets and broken water gutters on the roof were characteristics of these two schools.
- The other school was built in a modern style, but the surroundings that were within view as one approaches the school, tell of poor management. It became clear that if and when the School Governing Body is brought into existence, it is there for other things than school governance and maintenance.

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- The teaching methods used in the researched schools revealed that any method that was put in use successfully was seen as a good method to these teachers. In one class the teacher was using a narrative approach, telling learners how to keep the school clean. In another class close to the administration office, the teacher had provided learners with an activity to sort things out according to order. Learners were also expected to identify pictures of a clean and a dirty environment. The teacher, who was using the narrative approach, explained that it was good to tell learners what was expected of them in order to practise good hygiene.
- Learners in other classes were sitting in a circle which, according to my view, was too big to manage and control. The teacher was in a circle without any meaningful interaction with the learners surrounding her. In another instance a teacher was standing in front of the class teaching numbers to the learners. These learners were passively sitting in rows and the arrangement reminded the researcher of school days in Bantu Education. It struck the researcher's mind that the paradigm shift would take time to find room in teachers. The question and answer method was chiefly used in the researched schools at the level of Foundation Phase. Participation of learners where the question and answer method was used, was limited and compromised (my opinion.)

5.3. Conclusion

- The common qualification for Foundation Phase teachers in Sibasa Circuit are Grade 12 and the Junior Primary Teachers Diploma. These certificates are the highest academic and professional qualifications amongst the teachers. There are only a few exceptions.
- Only a few teachers were improving their qualifications but the majority does not see any good in further study. In the old education system an educator would be rewarded for any relevant qualification newly achieved and the salary and other

benefits would be increased. In this new dispensation, only a once-off amount would be paid out to the teacher for any extra qualification.

- If all teachers were expected to attend the CAPS workshops that are being presented, their grasp of this new approach would increase, and their competence in implementing the new curriculum would improve. The training at the schools, which is conducted by ordinary teachers who have attended the workshops to their fellow colleagues, is undermined by a lack of respect and general acceptance of the other teachers.
- The poor management of school buildings affects teaching and learning negatively. The broken window panes cause learners to inhale dust during windy days at school and they become soaked in the event of an inclement weather. Squirting water all over in the toilets and unhygienic conditions prevailing are a sure invitation to diseases. The unpainted worn out roof and broken water gutters on the roof are a disaster to any learning environment.
- Lesson preparations leave much to be desired and were done rather haphazardly with no co-ordination at all. There is no evidence that the lesson activities embarked upon were outcomes-based as policy requires. The learners are engaging themselves in less co-ordinate activities.
- The views of the teachers about the shortcomings of the workshops that they attended were very clear. In the answers the respondents indicated that the training received was very flashy and took a short time; they felt that you cannot be taken on a crash course for one and half days and be expected to implement the new curriculum soundly. They also reported that only a few teachers are taken to the workshops and they are expected to come back and pass on the information to those who (teachers) could not be invited for a workshop. They were also not in favour of the idea of training that takes place after a hard day's work, when they are tired and ineffective. It is the researcher's conclusion that

the majority of the respondents were not happy with the mostly theoretical content offered during training.

- This structure at the school level is supposed to have know-how when it comes to any curriculum being implemented, but the conclusion that the researcher arrives at is that the opposite is true. Teachers were not getting any help from the SMT because it too does not have a grip on OBE. The HoD explained that they gave the teachers first preference to attend the workshops hoping to have the SMT attending later. The training expected by the SMT could not be conducted by the Department of Education. The SMT is said to be helpful when it comes to distributing learning books and enforcing discipline. The feeling was that the School Management Team should be adequately trained. Parents in the capacity of School Governing Body were expected to support the SMT and teachers by providing enough money for training needs of the schools.

5.4 Recommendations of the Study

The following recommendations and guidelines are based on the findings and the conclusion of the study was conducted by the researcher:

- It is of the utmost importance that teachers are well trained, well ahead of the time of implementation on the new curriculum through proper dissemination and implementation skills. This must be done during the initial pre-service training of teachers, and then followed by sustained in-service training on a regular basis as the curriculum develops further.
- With good CAPS training teachers will be able to assess learners properly and help them to improve. The Department of Education must provide the skilful training of teachers on CAPS, and the parents must also be encouraged to get involved. The training should be geared towards preparing teachers for the new

curriculum. In-service training must be focused on producing practical activities done by teachers.

- The Department of Education should award further education certificates after training to those competent teachers who have succeeded in attending the whole course and exceeded in their performance. Certificates should also be awarded to teachers who have participated meaningfully during the training.
- The trainers of the teachers need to be trained thoroughly before training takes place. The Department of Education must ensure that only specialist trainers are conducting the workshops on teacher training as teachers are professionals in their own right, and do not need to sit and listen to laymen and women who actually waste their time. Trainers need to be relevant to what is happening in the classrooms when training teachers. Parts of the training should be conducted in the real situation in the presence of learners.
- The Department of Education, in partnership with the Department of Health, should make it compulsory for schools to keep the classrooms and surrounding school grounds clean and hygienic at all times. This can be done by issuing out the policy to schools and monitor its implementation regularly.
- The School Governing Body must come up with means to curb vandalism and petty-thievery of school property and facilities. The SGBs are encouraged to install security measures and employ night-watch and security personnel. The proper management of school buildings and classroom facilities by the SMT and SGB should be encouraged. This can be done by involving the school in competitions on clean classrooms, school building and school projects. An annual budget geared towards maintenance and minor renovations of school buildings should be set aside. The SGBs must be motivated to allocate funds after assessment for maintenance and minor renovation.

- School Management Teams must be intensively trained as their duty among others is chiefly to manage the curriculum. The Department of Education should empower SMTs with curriculum management skills through effective training. Teachers should receive fast assistance at school in case of any curriculum problem. They are not supposed to wait for another workshop before the problem can get resolved. Once the SMTs get the specialized training in all learning areas in order to tackle the problems head on, the schools can start functioning effectively.

5.5 Further Recommendation of the study

An interesting study that can be undertaken in a follow up of this research might be to explore how the institution chapter teachers are coping now that the new curriculum has been implemented and functioning for some time in the schools. Focus on specific issues such as the following may bring to light interesting facts on the empowerment of the teachers and the development of the new curriculum in the practical everyday life in the classrooms:

- Teachers' feelings of competence and empowerment now that they are working with the curriculum for some time;
- The efficiency of in-service training sessions and workshops in empowering the teachers for the implementation of the new curriculum;
- The impact of dilapidated school buildings and physical facilities on the teaching and learning in schools;
- The role of the School Management Team to create people centred schools as beacons of light in our communities.

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Table 4.1: Gender

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Female

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31-40 years

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Over 20 years

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ANNEXURE A: Biographical information

Table 4.1: Gender

| | |
|--------|--|
| Male | |
| Female | |

Table 4.2: Age

| | |
|---------------|--|
| 20-30 years | |
| 31-40 years | |
| 41-50 years | |
| Over 50 years | |

Table 4.3: Highest qualification of the respondents

| | |
|---------|--|
| Diploma | |
| Degree | |

Table 4.4: Working experience

| | |
|---------------|--|
| 1-5 years | |
| 6-10 years | |
| 11-15 years | |
| 16-20 years | |
| Over 20 years | |

ANNEXURE B: QUESTIONNAIRE SURVEY

Please complete all questions Mark with an "x" Mark from Strongly Agree to Strongly Disagree

| | Strongly agree | agree | Neutral | disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| Teachers need to be empowered in order to cope with the demands of the new curriculum | | | | | |
| Teachers need to get an intensive training with respect to curriculum development | | | | | |
| teachers' attitudes change when they work with such learners and experience success | | | | | |
| There should be increased parental involvement in student performance in schools | | | | | |
| Problems were experienced with the learner support material; teachers were afraid of new methods | | | | | |
| Shortage of resources due to the curriculum change impact on the management of curriculum | | | | | |
| Teachers' main task is to implement curricula that come from the top down | | | | | |
| Curriculum change cause disciplinary problems in schools | | | | | |
| Learning materials were not relevant to learners' own experience due to new curriculum | | | | | |
| Each Minister of Education came with his own published material and different schools were issued with different books to use. | | | | | |
| All upgrades and changes of NCS came with their own demands and none of them had anything to do with helping the teachers cope | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| There is a lot of glaring confusion with Curriculum | | | | | |
| Teachers find that they do not have enough books for learners to do their own research due to curriculum changes | | | | | |
| Teachers feel that the new curriculum is a big change, and it might have serious consequences for their careers. | | | | | |
| Curriculum statement promised to increase the workload of teachers, thus resistance was provoked | | | | | |
| Teachers are talking NCS language but implement the old system in their classrooms | | | | | |
| Learners often do not take group-work seriously due to NCS | | | | | |
| Curriculum is being implemented; all sorts of hidden snags began to reveal themselves. | | | | | |
| School Management Team (SMT) accept Curriculum change immediately | | | | | |
| Successful implementation of a new curriculum depends on the extent to which all consumers are informed and have been prepared for the envisaged change | | | | | |
| Teacher involvement is an illusion. | | | | | |
| Curriculum change affects learners | | | | | |
| Curriculum change affects educators as well. | | | | | |
| Teaching is affected by curriculum change. | | | | | |
| Curriculum change affects the Department of education | | | | | |
| Curriculum change is not stressful to educators. | | | | | |
| Curriculum change affects the performance of learners at school. | | | | | |
| Curriculum change motivates educators. | | | | | |
| The impact of curriculum change is good towards learners. | | | | | |

ANNEXURE B: Interview questions

- How did you feel when the new curriculum were announced and you received the documents on CAPS?
- What was the nature and amount of the training on this new approach that you have received?
- What do you think are the chances of CAPS to succeed in South Africa?
- Are you implementing CAPS as a whole or only part thereof in your class?
- What are the strengths and weaknesses of CAPS you noticed?
- Does your school have a curriculum implementation plan?
- Who are involved in the design of this curriculum implementation plan?
- How do ensure that the plan accommodates the needs of all the stakeholders?
- How do you ensure support from those stakeholders who were not involved in the drafting of the plan?
- How do you equip supervisors to monitor the curriculum implementation process?
- Which administrative support does the school provide in terms of curriculum implementation management?
- What successes have you achieved in curriculum implementation management in your school so far?
- What challenges have you encountered in the process of managing the implementation of the school curriculum?
- What steps do you think need to be taken to address these challenges?
- At your school, how do managers communicate with implementers of the curriculum?
- How is the implementation of the curriculum monitored?
- How do you equip teachers to implement the curriculum?
- What challenges have you come across in the execution of your work?
- What steps do you think need to be taken to address these challenges?