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**Economics teachers' perceptions of Economics curriculum changes in  
the selected high schools of Amathole West Education District**

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**By**

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**A dissertation submitted to the Faculty of Education at the University of Fort Hare in partial  
fulfilment of the requirements of the degree of Master of Education**

**SUPERVISOR: DR M Skhephe**

**2024**

## DECLARATION

I, the undersigned, Nkalitshana Asanda, student number 201013143, declare that this dissertation is my own work, except for quotations and references attributed to their sources. Further, I declare that this thesis has not been previously submitted to, and will not be presented, at any University for similar or any other degree award.



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**Signature**

1 February 2025

**Date**



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## ABSTRACT

The purpose of this study was to explore Economics teachers' perceptions of Economics curriculum changes in the selected high schools of Amathole West Education District, Eastern Cape, South Africa. This action was prompted by the researcher's observation of the challenges in implementing curriculum changes in the classroom. A qualitative research approach was undertaken with the purpose of developing a better understanding of the research problem under study. The case study research design was deemed appropriate for this study. Convenient sampling was used to solicit data from fifteen participants who were, specifically, Economics teachers selected from five high schools of Amathole West Education District. Semi-structured interviews and documents analysis were used to collect data to provide valid and reliable information for the compilation of this study. Themes and categories were used to analyse data. The outcomes of the study revealed that economics teachers are facing challenges in implementing new economics curriculum changes due to their lack of involvement when a new curriculum is developed, to such an extent that the issue of lack of resources and capacity to support curriculum changes become major barriers. Based on the findings of the study, some recommendations were made. The researcher recommended that whenever it would be necessary to change the economics curriculum, a bottom-up approach should be employed to cope with the changes. Instead of being instructed by the authorities what changes should be made, teachers should be given a chance to express their opinions. In addition, the researcher recommends that economics discussion forums be held in order to help teachers with any problems they encounter, such as a shortage of economics teaching and learning resources. Furthermore, the researcher recommends that curriculum training and workshops for economics teachers should be offered continuously in order to equip teachers with sufficient information regarding the curriculum. The researcher recommended further that all teachers must be encouraged to either speak in discussion forums or write down their views without mentioning their names in order to avoid being victimised and censured by others. In this study the researcher concludes that it is important to note that the process of changing the curriculum compels teachers to participate in continuing education programmes for their own personal growth in order to accept and adapt to any curriculum changes that may occur. It is crucial to remember that new information and expertise can help with teaching by inspiring the development of fresh approaches to education. Furthermore,

before any curriculum changes are made, teachers should be given curriculum material that they can read and understand in order to raise their opinions. Since teachers are the ones who carry out the curriculum, it is vital that they participate in the planning and design of the curriculum.

Keywords: Economics, Perceptions, Curriculum, Curriculum change, Curriculum implementation.



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I would also like to express a feeling of gratitude to my friends for the support and words of encouragement to complete my research. The pressure you placed on me by always asking how far I am with my research has kept me going.

## DEDICATION

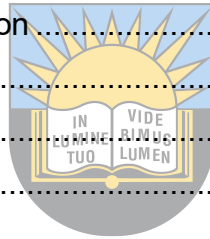
I devote this work to my mother, my family at large, my friends, my colleagues at Fort Beaufort Community Learning Centre, and lastly, to the Department of Basic Education in Amathole West.



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## ABBREVIATIONS

ATAP	Annual Teaching and Assessment Plan
CAPS	Curriculum Assessment Policy Statement
CASS	Continuous Assessment
C 2005	Curriculum 2005
DRC	Democratic Republic of Congo
DET	Department of Education and Training
DBE	Department of Basic Education
EMS	Economics and Management Sciences
FET	Further Education and Training
GET	General Education and Training
HoD	Head of Department
ICS	Interim Core Syllabus
INSET	In-Service Training
KNEC	Kenya National Examinations Council
LTSM	Learner Teacher Support Material
NCS	National Curriculum Statement
OBE	Outcomes Based Education
RNCS	Revised National Curriculum Statement
SADTU	South African Democratic Teachers Union
SBA	School Based Assessment
SGB	School Governing Body
SMT	School Management Team
USA	United States of America
UAE	United Arab Emirates

# CHAPTER 1

## INTRODUCTION AND BACKGROUND TO THE STUDY

### 1.1 Introduction

This study aims to examine Economics teachers' perceptions of Economics curriculum changes in selected high schools. According to Mathura (2019), there is a worldwide challenge of economics teachers not being involved when a new economics curriculum is being developed. Mathura argues that the lengthy and arduous process of changing the Economics curriculum necessitates the participation of Economics teachers at every stage. Mathura continues that when Economics teachers are involved in any suggested changes within their subject, those changes are more likely to become their own because they will reflect the discussions and decisions they have had. However, in the majority of nations, South Africa included, it seems that curriculum changes are made at the top and must be implemented by teachers, with economics curriculum planners employing a top-down approach. When changing the Economics curriculum, curriculum planners frequently contact outside experts who do not work in the classroom (Swanepoel & Boyce, 2020). Swanepoel and Boyce also contend that it would be irresponsible to let outside organisations decide how Economics should be taught in the classroom because they might not be familiar with the actual dynamics present in that learning space. .

According to Davis (2009), it is crucial to examine teachers' opinions without misinterpretation because they are essential to the successful implementation of curriculum changes in the classroom. Van Wyk (2021) contends that constantly changing the Economics curriculum where teachers' views are disregarded, brings frustration and burden of work. However, Fullan (2022) asserts that economics teachers are more likely to skim through material when their ideas for curriculum improvements are ignored by curriculum developers. Fullan (2022) further states that it is not unexpected to find teachers teaching Economics lacking the enthusiasm to put suggested improvements into practice, and some may even develop bad teaching practices that are directly related to a lack of hands-on experience in curriculum implementation.

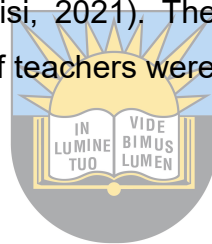
## **1.2 Operational and conceptual definitions of key terms**

### **1.2.1 Economics**

According to Chappelow (2019), the social science of Economics examines the production, distribution and consumption of goods and services. Economics studies how individuals, groups, governments and countries choose how to distribute resources to satisfy their needs and wants, in an attempt to determine, with expertise, how these entities should set up and manage their operations to generate the greatest amount of output. This study focused on Economics, a subject that is taught at high school level, specifically at grades 10, 11 and 12.

### **1.2.2 Perceptions**

People actively organises, perceives and interprets their experiences through the process of perception. The perceiver's prior experiences and presumptions form the basis of their interpretations (Mnisi, 2021). The behaviour, knowledge, emotions, wants, desires and expectations of teachers were determined and upheld throughout this study.



### **1.2.3 Curriculum**

According to Igbokwe, Mezieobi and Oke (2018), the term 'curriculum' refers to organised, guided learning activities and targeted results that are created by carefully reconstructing prior knowledge and experiences while being monitored by the educational institutions to support learners' intentional, ongoing development of their social competence. This study looked at how the curriculum affects learners' ability to connect with teachers and one another, learn new things, and develop skills, attitudes and values.

### **1.2.4 Curriculum change**

Goals, content, teaching and learning, resources, and other elements that address gaps and shortcomings in an existing curriculum are all included in curriculum change. New social, cultural, political, economic and technological ideas are included in the curriculum through curriculum change, which ultimately strengthens the school's internal and external processes (Igbokwe, Mezieobi & Oke, 2018). From this study, an understanding was gained of how curricula, educational objectives, and content impact Economics teaching and learning.

### **1.2.5 Curriculum implementation**

According to Ferguson, Reynolds and MacQueen (2018), implementing curricula involves putting the plans and suggestions made by curriculum specialists and subject matter experts into practice in a classroom or school setting. Teachers are generally in charge of implementing the curriculum, though learners, parents and school administrators may also be involved in some capacity. This study revealed how and with what kind of attitudes Economics teachers are putting the new Economics curriculum into practice.

### **1.3 Background to the study**

Teachers become nervous and confused by frequent changes to the Economics curriculum, especially because their opinions as subject practitioners or experts are not taken into consideration when making corresponding revisions (Bishop, 2014). Bishop further highlights that, since Economics teachers require time to learn the material before modifying their pedagogy or instruction, the ongoing curricular revisions have had a negative impact on their performance. Fullan (2022) emphasises that Economics teachers might not grasp or may misinterpret changes, departing from the updated policy's intended course. Fullan maintains that teachers often spearhead curricular reforms within their subject areas in industrialised nations, and as a result, they produce learners who become change agents in their communities. The issue of non-involvement of Economics teachers in curriculum change has been occurring not only in South Africa, but this phenomenon has been investigated globally too.

#### **1.3.1 Global context**

Aldosemani, Shepherd and Bolliger, (2019) observed that, prior to American education authorities implementing curriculum changes, curriculum planners and curriculum developers first find experienced teachers who teach that subject. Experienced teachers are prepared to work and contribute to the various stages of curriculum change. They further noted that the concept of working with experienced teachers is supported by the fact that these teachers themselves are fully aware of what takes place in Economics classrooms. According to Davis (2009), all teachers in the USA are required to participate actively in all phases of curriculum change in their subjects, including Economics. This implies that when the teachers participated in any changes within the curriculum, they take ownership of those changes. Moreover, three criteria

namely, dedication, workload, and collaboration must be considered when choosing teachers to participate in talks about modifying the economics curriculum.

**Dedication:** Dedication means that a teacher's dedication to the subject allows them to overcome obstacles that arise when implementing curriculum modifications. Additionally, dedication enables a teacher to implement fresh methodology, teaching strategies, and evaluation techniques. Furthermore, dedicated Economics teachers, regardless of the specified curriculum content, standards and techniques, have much more control over what is taught in the classroom. However, it is difficult to execute curriculum changes because there is no motivation or effort to effect the changes as a result of less adequate consultation on curriculum change from the teachers' viewpoints, which affects all teachers, not just those in Economics.

**Workload:** in the criteria developed, workload has been defined as the quantity of work completed or capable of being completed, typically in each amount of time. This means that that workload limits downtime for unwinding during the workday, time spent updating one's skills to stay current in one's profession, and quality of services suffers as a result, with Economics teachers having to make time-saving compromises. Economics teachers are compelled to keep up with the targets and deadlines prescribed in the curriculum, in order that teachers deliver the required content to learners at the correct time. Workload enables teachers to come up with strategies and techniques regarding how they can handle too much pressure on their day-to-day activities.

**Collaboration:** Collaboration is frequently linked to collegiality through the regular exchange of information, respect for one another, and assistance among Economics teachers. This relationship makes collaboration a powerful predictor of the effectiveness of curriculum change. Economics teachers should not be considered solely as practitioners who carry out other people's plans. The inclusion of time for teachers to plan for implementation and the availability of technical help support the curriculum's implementation. The process of creating the curriculum and the professional growth of the teachers intersect when Economics teachers work together in design teams as co-designers of a new Economics curriculum. Through these collaborations, teachers are able to learn new things, harmonise the formal and implemented curricula, and increase their sense of ownership over the material. When these exchanges are not encouraged, Economics teachers fail to recognise

themselves as part of a shared corpus of knowledge and expertise. Before the USA Department of Education decided to employ these three criteria in the curriculum revisions, teachers across the nation had been criticising the absence of assistance from administrative personnel at the district level.

### **1.3.2 United Arab Emirates**

In the United Arab Emirates (UAE), teachers are given curriculum-related resources to read to obtain a full understanding of the subject matter when the Economics curriculum is about to be changed (Park & Sung, 2020). As soon as the process is underway, discussion forums are made available so that educators can share their thoughts and issues with the current content. A subject advisor oversees the procedure and handles every teacher issue when upgrading the curriculum content, according to Park and Sung. Chappelow (2019) observes that, once the process of a discussion forum is open in the nation, all parties involved in that nation's education take part, which encourages teachers to be motivated, to support and take ownership of any modifications made to the curriculum prior to their implementation. Curriculum designers are tasked with making sure that proposed changes to the subject content directly address and mitigate pressing issues in the society and the nation as a whole. Teachers in the country are primarily responsible for coming up with proposed changes to the subject content. Snyder (2019) highlights that the UAE moved away from allowing outside organisations to create the curriculum prior to its implementation in classrooms because the Economics curriculum needs to be applicable to both the local and the national context and it needs to improve both teachers' and learners' understanding of the subject material covered. Additionally, according to UAE teachers, the content must be created by the teachers themselves with the help of curriculum experts if the curriculum shift in Economics is to be successful.

### **1.3.3 Italy**

According to Van Wyk (2021), Economics teachers in Italy responded favourably to the government's initiative to update the curriculum and viewed the field as one that was always changing. Van Wyk (2021) continues to make the case that economics teachers believe that as economies experience upswings and downswings, they do not always remain stable, and that the Economics curriculum should be revised to reflect these ongoing changes. Economics teachers also feel pressured to use

innovative approaches to advance the subject in their classrooms because Italian authorities involve teachers in curriculum changes and continue to supervise and support them, particularly in the first three years. He goes further in revealing that the creation of conducive learning environments for learners requires that Economics teachers possess a strong foundation in the subject matter.

#### **1.3.4 South Korea**

In South Korea, Economics teachers once went on a nationwide strike after school administrators neglected to engage them regarding suggested curricular revisions (Kyunghee & Jiyong, 2014). Following the teachers' strike, the then-Minister of Education approved a regulation requiring a three-year consultation plan with teachers' unions, curriculum experts, principals' unions, and learners' unions, with all parties being tasked with working together on the final product, before enacting any future changes to a subject curriculum (Kyunghee & Jiyong, 2019). According to Lee and Griffin (2021), in order to avoid teacher strikes brought on by unhappiness with matters pertaining to the classroom, the education cabinet should approve holding related teacher training workshops before implementing curricular revisions.



#### **1.3.5 African context**

Igbokwe, Mezieobi and Oke's (2018) research reveals that Niger's Economics teachers are enthused about curriculum revision since they have a major say in whatever revisions are made. This guarantees that the changes they envision generate a feeling of ownership among teachers, that they are innovative or stimulate creativity, and that they broaden learners' learning by being included in all phases of change. Igbokwe, Mezieobi and Oke (2018) point out that hearing teachers' opinions on curriculum-related matters not only increases their enthusiasm for their topic but also piques learners' interest in learning. According to a study done by Ravhuhali, Mashau, Lavhelani, Mudzielwana and Mulovhedzi (2019) in rural schools in Niger, when the Economics curriculum is changed in a way that encourages participation from all parties, the learners in that nation receive instruction that is on par with the best globally, in terms of quality, breadth and depth. Further, Ravhuhali *et al.* (2019) observed that changing the Economics curriculum in Niger fosters innovation and improves student learning. They also discovered that these changes give them excellent opportunities to increase their knowledge of the subject because they give

them the chance to be relevant and active participants in real economic issues in their nation and even abroad. A study by Ravhuhali, *et al.* (2019) revealed that modifying the economics curriculum in Niger has resulted in learning competition among learners of the subject because everyone wants to succeed in the classroom and improve their academic standing. As a result of the participation of all parties, the country's learners now have access to Economics curriculum modifications that are equivalent in terms of quality, scope, and depth.

Igbokwe, Mezieobi and Oke (2018) counter that when Niger installs a new Economics curriculum, they take time constraints into consideration, and Economics teachers are urged to do everything they can to acquire new material quickly. The authors continue by adding that the Economics curriculum content puts an additional strain on teachers by requiring them to conduct additional research, which takes more time. This requires teachers to stay current and updated constantly with national issues. A School Based Assessment (SBA), which is necessary for the curriculum and requires extensive preparation before it can be implemented because it takes time, is another requirement for the Economics curriculum shift.

In the Congo's Democratic Republic (DRC), which has long been plagued by political instability, Yigzaw (2019) contends that curriculum change, not just in the area of Economics, must be implemented gradually and that teachers must be encouraged to do their best to quickly learn about new trends in addition to developing useful skills. Yigzaw continues by stating that, because most of the curriculum in the DRC is derived from France, and the two nations have different geographies, teachers often find it challenging to explain it to the learners in the DRC. .

### **1.3.6 Kenya**

In Kenya, before curricular modifications are implemented, teachers are instructed on the new elements or facets that will be used (Altinyelken, 2018). Altinyelken believes that such training aims to give Economics teachers enough knowledge of the new curriculum content, and acknowledges that many of them are still resistant to change and will not attend workshops because they believe the changes are unnecessary. The majority of Economics teachers, she argues, do not feel happy when the Economics curriculum is set to change because they are anxious and fearful of the effects it will have on them. As a result, they adjust very late once the Economics

curriculum changes. Altinyelken further states that several teachers experienced low morale due to their perception of their marginal, subordinate and passive role in the curriculum modification.

Kaviti (2018) also agrees that there is a lot of content and knowledge construction in the new Economics curriculum that Kenya has adopted. Kaviti, claims that the Kenyan educational system previously used an Economics curriculum known as 2-6-3-3. Even with this curriculum, she claims, teacher unions made a lot of noise because there were no teachers participating in the entire process of switching to this curriculum, which is now known as 8-4-4. Additionally, the 2-6-3-3 Economics curriculum aimed to guarantee that learners acquired the necessary skills and knowledge to satisfy Kenya's 2030 vision for development's human resource goals. The new 8-4-4 Economics curriculum was divided into three grades, which correspond to Grades 10, 11 and 12. According to Kaviti, Kenyan Economics teachers and curriculum designers made an effort to align their country's education system with international standards. This effort included not only labelling educational levels but also making a significant shift away from a system that prioritised theoretical learning toward one that is more skill-based. Kaviti states that economics teachers saw the new curriculum as an educational system that recognises and fosters learners' creative potential and tries to make the material real and relevant.



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Altinyelken (2018) notes that the new Economics curriculum promises to liberate learners from a curriculum that is exam-focused in favour of helping them develop their unique abilities and talents. The new Economics curriculum offers Economics learners two additional opportunities to improve their grades. Firstly, by putting in the effort to perform better on subsequent tests, and secondly, by concentrating their strengths on honing their talents in areas where they excel. In the previous 8-4-4 system, failing the KCPE or KCSE meant a child's schooling was over. More learners now have the opportunity to continue their education all the way to college or university, thanks to the introduction of Free Basic and Secondary Education and the elimination of summative national exams.

The new Economics curriculum, states Altinyelken (2018), raises Kenya to the status of a nation that respects the rights of learners who are in difficulty and has assessments that are more understanding of differing abilities. The new Economics curriculum, according to the Kenya National Examinations Council (KNEC), provides

learners who missed or failed exams because of events beyond their control the opportunity to retake them. Special exams are currently only offered by universities in Kenya, giving traumatised learners the chance to retake exams rather than having to wait a year for new ones. The new Economics curriculum, observes Altinyelken, promises to be interdisciplinary in approach and aims to help learners improve their language skills, math skills, creativity, and sense of self-worth, to mention a few. Additionally, it takes into account learners with special needs and keeps up with changes in information technology and other contemporary forms of digitised information.

### **1.3.7 South Africa**

Adu and Ngibe (2014) assert that, since 1994, there have been multiple curriculum reforms implemented in South Africa's educational system, as a result of the requirement to represent the democratic values and principles embodied in the democratic constitution. It is true that many Economics teachers struggled with how to integrate each new version of the curriculum as it was presented. Despite not taking part in the making of decisions or in the preparation of the new curriculum, the majority is expected to be actively involved in its implementation (Bishop, 2014). This validates a finding from Adu and Ngibe's (2014) study on the present experiences of Economics teachers with the National Curriculum Statement's implementation, in which an Economics teacher acknowledged that frequent revisions caused poor implementation. Bishop (2014) reminds curriculum designers that if any recommended changes are to be put into effect, teachers of Economics should take part when making curriculum changes decisions as they have the greatest understanding of the dynamics and local educational environment. According to Tshiredo (2013), new topics have been added to the Economics curriculum since 1994 in order to address some of the difficulties the nation is currently facing. For instance, the Reconstruction and Development Programme's launch, urbanisation, and productivity. Teachers were not included in the decision-making process when these changes were made to the Economics curriculum, and no appropriate training was provided to the Economics teachers so that they could successfully teach these new topics. The government officials made changes to the topic, but these teachers were expected to adopt all of them without even involving themselves in the process.

Further, Tshiredo (2013) states that the teaching and learning of Economics was becoming monotonous and depressing for Economics learners in the classroom as a result of the modifications to the curriculum. Tshiredo notes further that in the province of Limpopo, Economics teachers complained to the provincial authorities that certain changes to the subject curriculum had left them lacking in the necessary expertise in the classroom, which was adversely affecting the province's learners' performance. Tshiredo continued by stating that, since English is the medium of instruction and learning, it is important for both teachers and learners to have a strong grasp of the language because it calls for more analysis and interpretation in subjects like current economic issues, unemployment, and the demand and supply curve.

According to Bishop (2014), the lack of participation from Economics teachers in the planning and creation of the curriculum diminishes the quality of teachers' performance and makes them passive because teachers are aware of the local situations, local dynamics, and the best ways to approach different topics to ensure that learners are understanding the pertinent topics. Bishop goes one step further by asserting that there is no future for Economics education unless there are available and willing Economics teachers to assist in curriculum development. They do not necessarily oppose reforms; rather, they are upset by how they are presented to them and forced upon them. Bishop continues that, due to insufficient training and a lack of understanding of the material covered in the new curriculum, some Economics teachers are reluctant to adopt it. Bishop highlights that one of the most important aspects of developing the Economics curriculum is retraining experienced teachers in the subject. In addition, Fullan (2022) contends that the conceptions and beliefs of Economics teachers influence and support the development of the subject's curriculum. Fullan further states that certain conceptions of the curriculum held by Economics teachers are not those intended by the policy. It is crucial to keep in mind that teachers' opinions and ideas may not coincide with educational policies.

According to Swanepoel and Boyce (2020), Economics teachers occasionally demand improvements in the right ways, but other times they just choose not to take action because the demands of the tasks are too high. The study by the authors also showed that, in the past, Economics teachers did not support the curriculum modifications since they did not think that these changes would enhance their teaching or the learning of their learners. Swanepoel and Boyce went on to claim that a poll of 1500

Economics teachers revealed that they had little confidence in decision-making techniques and in prescribed textbooks and the didactic methods incorporated in them, since the creation of a new curriculum did not involve them. The absence of teacher input into the development of the economics curriculum, according to Swanepoel and Boyce, has led to a scenario where learners are concentrating more on memorisation to pass assessment tasks than on research and understanding.

#### **1.4 Statement of the problem**

Mathura (2019) states that, there is a worldwide challenge of economics teachers not being involved when a new economics curriculum is being developed. However, when Economics teachers are involved in making any changes within the curriculum, they take ownership of those changes. Van Wyk (2021) contends that constantly changing the Economics curriculum where teachers' views are disregarded, brings frustration and burden of work. Observation from existing literature indicated that South African teachers are not taking part in the changes of the economics curriculum even though they would be the ones to put it into practice and application. Considering the previously mentioned literature, this study seeks to explore Economics teachers' perceptions of Economics curriculum changes in the selected high schools of the Education District of Amathole West, Eastern Cape, South Africa.

#### **1.5 Rationale and Motivation of the study**

The Economics curriculum continuously changes due to the influence of the political climate worldwide (Bas & Sentürk 2019). The researcher has noted that whenever there is a change of curriculum, teachers are requested to attend Economics subject workshops. In these subject workshops Economics teachers are taken throughout the new curriculum changes within one day; thereafter, no other form of support and monitoring is offered to them by district officials by tracking and investigating whether these teachers are not encountering challenges in dealing with the application of the changes made by the new curriculum. However, when Amathole West Economics teachers attended district moderation for Economics, there are teachers who always inform the subject advisor that they are encountering problems in implementing some aspects of the new curriculum but no help is forthcoming so that the problems they encounter can be resolved. Based on this reason, the study aims to explore

perceptions of Economics educators on Economics curriculum changes in Amatole West Education District.

## **1.6 Research questions and objectives**

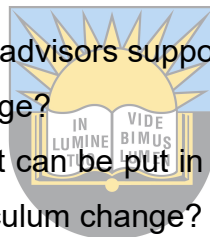
### **1.6.1 Main research question**

What are the perceptions of Economics teachers regarding changes to the Economics curriculum?

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

**The following sub-research questions served as a guide for the study:**

1. What challenges do Economics teachers encounter when implementing a new Economics curriculum?
2. Why are Economics teachers not involved in the curriculum change of economics?
3. How do Economics subject advisors support teachers in the implementation of Economics curriculum change?
4. What are the strategies that can be put in place to accommodate all teachers in discussions around curriculum change?



## **1.7 Objectives of the study**

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The study was guided by the following objectives:

- a) To explore challenges Economics teachers encounter when implementing a new Economics curriculum;
- b) To examine why Economics teachers are not involved in the curriculum change of Economics;
- c) To investigate what support Economics subject advisors offer to teachers in implementing economics curriculum change;
- d) To determine the strategies that can be put in place to accommodate all teachers in discussions around curriculum change

## **1.8 Purpose of the study**

The purpose of this study is to explore the perceptions of Economics teachers in Amatole West Education District, in respect of changes to the Economics curriculum.

## **1.9 Significance of the study**

The results of the study should shed light on how Economics teachers view curriculum changes, which should help to improve the structure, design and planning of the subject's curriculum. This will help to ensure the curriculum's adoption and successful implementation in the future. Economics subject advisers are likely to gain knowledge of the appropriate methods and strategies employed by Economics teachers in the classroom, enabling the latter to share their knowledge with those in charge and contribute to recommended changes. The in-depth information produced by this study, which examined the opinions of current Economics teachers, may help stakeholders keep up with the most recent developments in the field and allow relevant topics to make their way into any modification of the curriculum. The opinions of the participating teachers seek to provide recommendations on how to improve, oversee, and assist with the adoption of a new Economics curriculum in schools of South Africa. The results of this investigation may also be utilised to encourage teachers to accept previously agreed-upon curriculum changes in their field, which will increase their motivation and instil a feeling of ownership. This might help the modifications to the Economics curriculum to be adopted successfully. Overall, the results of this study should contribute to the corpus of information already available regarding the introduction of curriculum changes in South Africa for the subject of Economics.

## **1.10 Delimitations and limitations of the study**

The study was conducted only in five high schools in the Amatole West Education District in the Eastern Cape. At the selected high schools, only those Economics teachers responsible for Grade 12 classes were invited to participate.

## **1.11 A brief description of the chapters**

### **1.11.1 Chapter One**

This chapter provides an overview of the study, including its background and introduction. It also highlighted the problem statement, research questions, objectives, significance, and purpose of the study.

### **1.11.2 Chapter Two**

This chapter reviews the literature and the theoretical framework. The chapter also discusses the following: Economics curriculum changes in South Africa, challenges Economics teachers encounter when implementing a new Economics curriculum, involvement of Economics teachers in the curriculum change of Economics, support provided by subject advisors in Economics to teachers in implementing the new curriculum and in devising plans of action to include all teachers in curriculum discussions.

### **1.11.3 Chapter Three**

In this chapter, methodology is covered. It explains the research design and the method used. The chapter also describes the research population, sampling technique and methodology. The data collection instruments and processes are also outlined. The chapter outlines credibility and trustworthiness of the research instruments. The chapter also explains how the data was analysed. Finally, the chapter looks at the ethical consideration of the study, highlighting how these were taken into consideration during the research process.



### **1.11.4 Chapter Four**

The presentation, analysis, and interpretation of the data that needed to be gathered are the primary topics of this chapter. This chapter makes reference to the information that was acquired from participants in the five high schools in the Eastern Cape's Amatole West Education District during semi-structured interviews. Additionally, documents including Curriculum 2005, OBE, RNCS, and CAPS are examined. The study's objectives and research questions were considered when analysing the gathered data.

### **1.11.5 Chapter Five**

The researcher presents the data collected through semi-structured interviews and document analysis in chapter five. In addition to being compared with the theory guiding the study and the reviewed literature, the findings in this chapter are also discussed in relation to the themes and subthemes.

### 1.11.6 Chapter Six

The research findings are summarised in the last chapter, which also includes information on the study's delimitations and limitations. Based on the study's results, this chapter draws conclusions and offers recommendations. Ideas for more research on the study's themes are also put forth.

### 1.12 Summary

This chapter started by presenting the phenomenon of curriculum change in the subject of Economics and how economics teachers are often required to implement Economics curriculum changes whereas they are not directly involved in decision making and curriculum development. A global, African and South African perspective of economics teachers' perceptions regarding curriculum changes in the subject of Economics was examined. The study's significance was deliberated upon and the rationale behind the study's selections was elucidated. The key concepts were clarified at the end.

The theoretical framework and literature review will be covered in greater detail in the upcoming chapter, where the following topics will be covered: challenges Economics teachers encounter when implementing a new Economics curriculum, Economics teachers' involvement in the Economics curriculum change, support offered by subject advisors to economics teachers in the implementation of Economics curriculum change, strategies that can be put in place to accommodate all teachers in discussions around curriculum change, effects of Economics curriculum changes, perceptions of Economics teachers and also the factors affecting Economics curriculum change implementation in schools.



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## CHAPTER 2

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

#### 2.1 Introduction

Every research study is grounded in fundamental philosophical theories regarding the nature of research, the most appropriate research methods, and how best to advance knowledge in a particular field of study. It is crucial to understand these theories in order to plan, carry out, and assess any research. There will be two parts to this chapter. The study's theoretical foundation is covered in the first part, and the literature review is covered in the second.

#### 2.2 Part 1: Theoretical Framework

Chunk (2012) defines a theory as a set of ideas proposed and accepted by science to explain a particular phenomenon. Grant and Osanloo (2014) argue that a theory can serve as the basis for an entire study. Porter (2020) also agrees that a theory aids a researcher in understanding not just what to do in a study but also how to explain specific practices, as well as why and how things function as they do.

Godson's (1989) theory was used in this study since it served as the foundation for the current investigation, and it is dealing with changes that are happening in curriculum. Godson asserts that the idea highlights the reality that curricular change is a social artefact that was designed and created for change. Therefore, it is a major paradox that curriculum reform often appears to be a social creation in descriptions of schooling. Additionally, the issue with curriculum change is made worse by the fact that it is frequently considered as a neutral given, integrated into a significant and complex scenario (Godson, 1989). However, we are aware from our own school days that even though we liked some lessons, subjects, or topics, we did not like others. We consequently picked up on what we liked quickly and easily and rejected what we did not like. Sometimes the factor was the teacher, the time, the setting, or our state of mind on that particular day, but most of the time it was the format or subject matter of the lessons that we found tedious or too challenging (Godson, 1989). Furthermore, many learners felt the topic should have a different focus after observation of that experience. Godson's (1989) view asserts that there are considerable communal reactions to curriculum change, and certain discernible patterns show that this is far

from a neutral element, putting individualised responses aside, such that, this raises the question of why the impact of curriculum change has received so little attention.

According to Godson's (1989) theory, those in charge of developing, changing, and building the curriculum have applied the three R's: rehabilitation, reinvention, and reconstitution. Godson continues to argue that, in the past, rehabilitating school subjects frequently involved making the case that effective topic teaching is simply good teaching in general. The rehabilitation strategy goes further in identifying the various causes of catastrophes in an effort to obscure the full experience of what happened in the past, forget the reasons why there have been numerous curriculum reforms and attempt to offer remedies for the perceived shortcomings and failures of traditional subject instruction. This tactic aims to identify historical inequalities and investigate the reasons why teachers are not included in decisions regarding curriculum development and change. The rehabilitation technique is, in this way, fundamentally ahistorical, but ironically it also serves as a warning about the ability of relics of the past to endure, flourish, and procreate (Godson, 1989).

In this theory, Godson argues that the rationale behind the reintroduction of topics was that teachers were unduly impacted by progressive educational theories like inquiry-based learning, mixed-ability instruction, subject integration, and learning through discovery. The conventional subject was thus linked with social and moral discipline, according to Godson's further argument. The teaching of topics and fundamental skills was neglected as a result of these activities, and student achievement and school discipline standards were lowered. The restoration of discipline in each of these causes was promised by the rehabilitation of the traditional topic. In a survey conducted among middle schools, it was discovered that higher standards of work overall were linked to a higher chance of success in the classroom. This was especially true for the percentage of teachers who had studied the subjects that they taught as main subjects during their initial teaching training as teachers. In addition, curriculum reform theory also reveals that, in many instances, there is a mismatch between the work that teachers are doing and their experience and qualifications. As a result, it was determined that each and every qualified teacher should have at least two full years of subject-specific coursework throughout their basic training and further education, at a level appropriate for higher learning. This condition would thus acknowledge the need for subject knowledge among teachers if they are to be assured

and capable of enthusing learners and responding to their innate curiosity about the subjects they have chosen. It goes without saying that teachers will need subject-matter competence if learners choose their own studies. But this is to put an end to a lengthy discussion on whether they should pick particular subjects to study. Instead, a realistic fait accompli is being offered as a choice. In actuality, the learners have little choice but to commit to their selected fields of study. The ideological rehabilitation of subjects through political diktat is concealed by learner choice. (Godson, 1989).

The government gave it great priority when the subject of matching teachers' training and student-facing work was first brought up in 1979. Godson contends further that the requirements for such a match were established on the basis of a definite conviction of a topic learning structure that is both hierarchical and sequential. For all secondary phase specialized subject teaching, teachers must have studied the subject at a level suitable for higher education, have completed a substantial amount of tertiary education and training, and have built their teaching from an appropriate A level base. According to Godson (1989), the issue of non-subject based work in schools provides the best illustration of the emergence of subject specialisation. Research on the educational process has shown how, when learners struggle with traditional subjects for whatever reason, integrated pastoral and remedial work is created. Numerous assignments are completed outside of or in addition to school study. Since secondary education does not exclusively focus on one subject, initial training and certifications cannot adequately prepare teachers for the whole spectrum of secondary school work. For instance, teachers assigned to careers, remedial work, or group courses of vocational preparation, as well as those in charge of addressing "special needs" in regular schools, must carry out these duties not only on the basis of their initial qualifications but also after having experience of teaching a specialised subject and, preferably, after receiving the proper post-experience training. Teachers with a variety of relevant and adequate professional skills and knowledge are typically most suited to handle this type of work and the teaching of interdisciplinary subjects (Godson, 1989). Rehabilitating school subjects has taken the stage in government discussions of curriculum. The level of governmental and structural support given to school subjects as the framework for secondary education is, in many ways, at an all-time high. This hypothesis is pertinent to the current study since South African education has undergone multiple curriculum modifications since 1994 and the advent of the new democratic government. According to Godson (1989), a number of

curricula, such as Nated 550, Curriculum 2005, the Revised National Curriculum Statement, Outcomes-based Education (OBE), and the Curriculum and Assessment Policy Statement (CAPS), have been developed to improve teaching and learning in this country. However, there is no indication that teachers are consulted before curricular changes are imposed upon them; instead, they are merely expected to integrate the new materials or teaching strategies into their classrooms. This theory was chosen because it is enhancing the alignment between teachers' professional development and their duties can lead to a higher standard of education. It also emphasises the idea that teachers would be able to participate in choices about designing or altering the curriculum if they had the necessary training in the subject they were teaching. Given that teachers are the ones who really carry out the curriculum, their participation in decision-making regarding its development or modification would raise both the standard of education and teacher confidence. Godson's approach, however, also emphasizes the significance of preparing skilled teachers for such positions and fostering their development.

## **2.2 Part 2: Literature Review**

A Literature review entails examining earlier studies for material relevant to the subject under investigation, whether they take the form of texts or other media (McMillan & Schumacher, 2017). According to Ibrahim and Jusoh, (2023), a literature review is a thorough description of the body of research that is accessible on a certain issue. Ibrahim and Jusoh note that conducting a literature review comprises looking through academic books, papers, and other sources that can be pertinent to the specific subject under study. Snyder (2019), argues that a literature review is crucial because it offers background information on the chosen topic. Snyder argues that, in order to avoid plagiarism and properly attribute the contributions and results of previous academics, the researcher should identify areas of earlier research topics. Snyder also makes the point that the researcher can spot discrepancies like gaps in the research, inconsistencies in earlier studies, or open/unanswered problems by reviewing the corpus of literature. The literature review of the study focused on the following sub-headings:

Economics curriculum changes in South Africa starting from Curriculum 2005, Revised National Curriculum Statement, Curriculum Assessment Policy Statement, challenges Economics teachers encounter when implementing a new Economics curriculum,

Economics teachers' involvement in curriculum change, support offered to teachers in the implementation of Economics curricular change, and the strategies that can be put in place to accommodate all teachers in discussions around curriculum change.

### **2.2.1 Economics curriculum changes in South Africa**

Following the establishment of democracy in South Africa in 1994, numerous modifications were made to all government departments, especially the education system, with the intention of eradicating the legacy of the apartheid government, which sought to advance the interests of white monopoly at the expense of other citizens of the nation (Skhephe, Caga & Boadzo, 2020). Skhephe, Caga, and Boadzo (2020), makes the case that some of the modifications to the educational system included changing the curricula for all subjects so that all learners would have an equal chance to succeed, something that was not possible under apartheid. The other objective was to ensure that all the influential players in education were taken into account during the curriculum-change process. Skhephe, Caga, and Boadzo, (2020) continued by stating that the implementation of Curriculum 2005, also known as (C2005), served as the starting point. The main goal of C2005's implementation was to ensure that teachers played a leading role in what needed to be done in the classroom because they spend the majority of their time there with learners. When teachers are given a voice in what should be implemented in their classrooms, those processes will be theirs to own.

#### **Curriculum 2005**

Curriculum 2005 (C2005) with its implementation in 1998 was regarded as the master plan to eradicate the inequalities of the apartheid education system. In 2000, C2005 was revised and is now referred to as the National Curriculum Statement (NCS) (Harley & Wedekind 2004). These frameworks were created as a starting point for referrals and their main goal was to shift the emphasis from economics content to learner outcomes and from formal summative assessment to continuous assessment (CASS). According to Harley and Wedekind (2004), the new Economics curriculum developed under C2005 included three features: outcomes-based instruction, an integrated knowledge system, and learner-centred pedagogy. Harley and Wedekind (2004) assert that the new Economics curriculum that was supposed to be adopted under C2005 caused a significant change in the way that Economics was taught,

assessed, and practised. Harley and Wedekind add that there had to be a gradual transition from a content-driven, teacher-based pedagogy to an outcomes-based, learner-centred pedagogy at the national level. In South Africa, where C2005 was implemented right away, the Economics curriculum began in Grade 7 and is now known as Economic and Management Sciences (EMS), a blend of Accounting, Economics, and Business Studies. The major issue, though, was that there were no teachers available to teach this topic at this grade level at the time, because in the past, commercial subjects began in high school. Additionally, under C2005, the teachers who taught EMS in this grade did not have subject-specific training, which created a gap in the planning, implementation and monitoring (Harley & Wedekind, 2004).

According to the Department of Education, the revisions to the Economics curriculum under C2005 were perhaps the most significant improvements to South African education. The new Economics curriculum was created with the intention of eradicating the legacy of apartheid; it was a daring and revolutionary innovation in the scope of its conceptualisation. According to the DoE, the Economics curriculum under C2005 outlined the general education vision to move away from racial and apartheid-inspired rote learning and teaching and toward a liberated, nation-building, learner-centred, outcomes-based system. Additionally, the DoE noted that while the Economics curriculum was a C2005 idea and a step in the right direction, it has received criticism ever since it was introduced and put into practice in South Africa. Weaknesses in the C2005 Economics curriculum were connected to insufficient funding, insurmountable time constraints for implementation, and irregular monitoring. After the DoE decided that the Economics curriculum needed to change, a committee named the Review Committee was established, made up of Economics curriculum experts, to review the present subject curriculum and determine what should be added and removed. This committee found that the Economics curriculum under Curriculum 2005 was confounded by the following:

- A mismatch between the curriculum and the assessment strategy;
- Inadequate teacher orientation, development and training;
- A lack of resources and qualified Economics teachers to support and implement the curriculum;
- The difficulty of the language;

- The available teaching and learning resources were frequently underutilised in the classroom.

### ***Revised National Curriculum Statement (RNCS)***

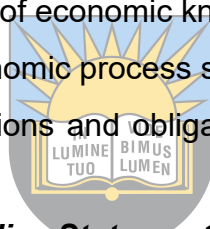
According to Nundkoomar (2016), the Revised National Curriculum Statement (RNCS) for Grades R–9, which started implementation in 2004, was created after the Economics curriculum under Curriculum 2005 was evaluated and simplified. These modifications to the General Education and Training (GET) band had an impact on modifications to the Further Education and Training (FET) band's Economics curriculum. The new Economics curriculum offered by RNCS, according to the DoE 2003, would improve the application of outcomes-based education (OBE), human rights, and inclusion. The implementation of the Revised National Curriculum Statement (RNCS) Economics curriculum has received some positive support, but it has also received significant criticism for a number of implementation-related issues, such as teacher overload, confusion, stress, and widespread underperformance of learners in international and local assessments (DoE, 2011). The Department of Education also believed that the recommended amendment by the previous Minister of Education, Kader Asmal, was required due to the disparities in underfunded schools, with huge class sizes and numerous unskilled Economics teachers in learner-centred education. The South African Democratic Teachers' Union (SADTU), however, advocated for the revised Economics curriculum under RNCS due to its accessibility and clarity and expressed support for the revised curriculum's guiding principles. The comprehensive outcomes and the assessment criteria, which outline the necessary abilities and knowledge, were the major guiding principles that pointed to modifications in the Economics curriculum under the RNCS. The Revised National Curriculum Statement was based on the following principle:

- Education based on results
- Accessibility and clarity;
- Development and integration;
- Everyone has a high degree of knowledge and skills;
- Human rights, environmental health, social justice, and inclusivity.

According to Tshiredo (2013), the 2003 implementation of the National Curriculum Statements (NCS) Grade 10 through to Grade 12 was heavily influenced by the ideals

of democracy, social justice, non-racism, and equality for all. OBE served as its basis as well. As a result, the Economics curriculum saw a significant change from the Interim Core Syllabus (ICS), which was content-based and teacher-driven, to NCS, which was learner-centred and activity-based. Economics teachers had to become familiar with new papers, ideas, and evaluation procedures as a result of the radical change in the design of the economics curriculum. This often required them to do so independently and in their own time. In Grade 10, it was introduced in 2006 gradually, according to Nundkoomar (2016) the Economics curriculum under RNCS believes that all learners should have meaningful access to an Economics education. These are the instructional techniques that could aid learners in clearing up their misunderstandings and developing a sound comprehension of economics concepts. Nundkoomar further states that the modification was required because it was thought that using this curriculum will help learners to achieve the following results:

- The growth and application of economic knowledge and comprehension;
- The growth and use of economic process skills in various contexts;
- Understanding the connections and obligations between economics, society, and the environment.



### ***Curriculum and Assessment Policy Statement (CAPS)***

According to the DBE (2018), the then-Minister of Basic Education convened an expert group in July 2009 after learning that difficulties and issues were encountered in the application of the Economics curriculum under the National Curriculum Statement. Their objective was to evaluate the subject's existing macro-level curriculum and offer recommendations in light of what they discovered. This decision was made in response to widespread concerns from stakeholders that the subject's curriculum did not encourage innovation and was silent regarding the development of learners' talents. The task team advised redesigning the Economics curriculum and placing a stronger emphasis on execution. The task team's report clearly outlined the issues that needed to be corrected.

Since the review committee was closely collaborating with DoE officials who oversee the subject's curriculum from the provincial to the national level, it was simple for them to identify key issues that had prevented the previous curriculum from being changed. This time, the main goal was to ensure that problems that had been identified as gaps in the previous curriculum were now resolved. Crucial factors were taken into account

when developing the CAPS curriculum in order to ensure a smooth implementation. The following factors were listed as the major issues:

- Curriculum policy and guideline papers
- Changes between phases and grades
- Evaluation (continuous assessment)
- Materials for Learning and Teaching Support (LTSM) (especially textbooks)
- Training and support for teachers (for curriculum execution).

Du Plessis and Marais (2022) argue that the CAPS Economics curriculum was changed so that what was taught in grades 8, 9, 10, 11 and 12 was integrated, leading to the transfer of those grades to high school. One paper containing Economics policies for all grades was compiled. Teachers, however, believed it to be a new curriculum when it was introduced. Due to the misconception that the Economics curriculum under CAPS is a new curriculum, Du Plessis and Marais (2022) state that, despite the teachers' anxieties and misgivings, it is actually an adjustment to the National Curriculum Statement (NCS) rather than a new curriculum. As a result, it continues to adhere to the same specifications of the same course of action and method as the Economics curriculum under NCS Grades R through 12. According to Du Plessis and Marais, changes were made to address four major issues with the NCS Economics curriculum that were highlighted by the review committee and submitted to the Minister of Basic Education in October 2009. These four issues included:

- Dissatisfaction with how the Economics curriculum is being implemented;
- Economics teachers who are overworked by administrative duties;
- Variations in how the requirements of the Economics curriculum are interpreted;
- The poor performance of Economics learners.

According to Nundkoomar (2016), the new Economics curriculum under CAPS outlined the content and evaluation for Economics from grade 10 through grade 12 in significant detail, unlike other curriculum documents. The primary goal of the CAPS Economics curriculum was to establish more precise guidelines for what should be taught, learned, and evaluated in Economics at all grade levels. According to Mungadi and Rouhani (2020), the CAPS Economics curriculum seeks to improve education and learning process by providing Economics teachers and learners with guidelines or procedures to follow, such as a summary of the Annual Teaching and Assessment

Plan (ATAP) for each and every grade, topic time allotment, and topic content. Mungadi and Rouhani further note that the CAPS Economics curriculum is built around teaching economics learners knowledge, skills and values that are important to learn in South African schools. Additionally, Mungadi and Rouhani state that the Economics curriculum places a strong emphasis on helping learners learn and apply concepts in ways that are relevant to their everyday lives. Additionally, they point out that the CAPS Economics curriculum encourages the acquisition of information in local settings, while paying attention to global imperatives, whereas in the previously adopted Economics curriculum, those outcomes were not occurring. Tshiredo (2013) contends, however, that all efforts made by Economics curriculum designers to strengthen the curriculum even more under CAPS are to be applauded. For Economics teachers, this had two outcomes. Before the Economics curriculum was strengthened, teachers had to quickly become familiar with another new curriculum design.

## **2.2.2 Challenges Economics teachers encounter when implementing a new Economics curriculum**

### ***Lack of teacher preparedness for curriculum change***

The top-down method makes it difficult for Economics teachers to take control of the course (Bas & Senturk, 2019). Bas and Senturk continue that there should be a possibility for Economics teachers' opinions to be taken into account before the application process begins, or at least, they should be given the opportunity to provide input during the first syllabus development project. When Economics teachers are involved, they are inspired to support and own any curriculum modifications they make on their own and are ensuring that such changes are carried out (Bas & Senturk, 2019). Mbarushimana and Allida's (2017) study on Economics teachers' perceptions of curriculum changes touches on issues of agency and voice while acknowledging the varied reactions to change. According to their study, the top-down approach to curriculum change implementation contributes to people experiencing uncertainty and a lack of control while also emphasising the value of appropriate training. However, Webb (2015) argues that, even though the voices of external agencies will also be exchanged, even seasoned individuals or cohesive organisations need to be supported if the Economics curriculum is to be implemented successfully.

Ewing, Waugh, and Smith, (2021) state that teachers' opinions about what they believe needs to be done to involve them in the proposed changes is also important. Ewing, Waugh, and Smith, (2021) also point out that Economics teachers frequently struggle with rapid change in the classroom, even though they may have received pure training in curriculum design and development during their initial teacher training by institutes of higher learning. The fact that the Economics curriculum in the twenty-first century reflects the changes taking place in the global world is one of the factors that prevents teachers from participating in the application of curriculum modifications. Teachers must be prepared with 21st-century knowledge and abilities, which means they must learn how to incorporate new knowledge and skills into their classroom practice, in order to be able to integrate these changes within the subject (Ewing, Waugh & Smith, 2021).

### ***Legacy of the apartheid within the subject***

According to Tshiredo (2013), the South African curriculum for Economics was altered during the time of apartheid. Tshiredo claims that the curriculum for Economics was impacted when the apartheid government began implementing Bantu schooling in 1953. According to the Department of Basic Education (2018) through Bantu Education, teachers of Economics were required to implement all modifications made to the curriculum by the Apartheid administration without even involving themselves in the process. DBE (2018) further argues that, during the implementation of those changes to the Economics curriculum, Economics learners, particularly the black group, were made to feel dull and depressed in their classrooms because they did not speak Afrikaans, and that this system favoured white Economics teachers and learners. Additionally, black teachers lacked innovative approaches to teaching the subject. One of the main causes of Economics teachers lacking the necessary experience in implementing changes to the Economics curriculum was that they had to deal with language difficulties as a result of teaching Economics in Afrikaans while never having received any training in Afrikaans (DBE, 2018). DoE, (2018) further added that the shift in the Economics curriculum and the language of teaching has had a negative effect on Economics learners, particularly those who did not know Afrikaans. Since teachers were still learning the new Economics curriculum they were expected to implement while also teaching these new changes in Afrikaans, Economics black learners were unable to express themselves and share ideas in an

ideal classroom environment as a result of the changes to the curriculum across all subjects in the nation (DBE, 2018).

Furthermore, Van Driel, Verloop and Henze (2021) point out that the alterations to the Economics curriculum that were mandated for implementation by teachers during the Bantu Education era served the interests of white supremacy while omitting the fact that South Africa is a rainbow nation. Van Driel, Verloop and Henze went on to argue that Bantu Education's alterations to the Economics curriculum and the language of instruction were denying Afrikaans non-speakers access to the same educational chances and resources as white South Africans. Van Driel, Verloop and Henze further claim that racial stereotypes and myths were being promoted in its curricula textbooks, in addition to the curriculum revisions that were supposed to be adopted by all teachers and learners in the nation. Furthermore, in 1953 when Bantu Education was enacted teachers worked extra hours without receiving pay for those extra hours (Van Driel, Verloop & Henze, 2021).

### ***Resistance to change***

Tshiredo (2013) asserts that teachers and learners demonstrated resistance to the changes Bantu Education made to the Economics curriculum as well as the language used to teach and study. This process resulted in a nationwide student strike known as the 1976 Soweto uprising. Tshiredo adds that teachers, especially those who also happened to teach Economics, were secretly supporting the walkout by learners since they were also faced with the need to make curriculum modifications but did not have the necessary expertise to do so. According to Wiles and Bondi (2014), in order to effectively execute the updated Economics curriculum, teachers must have the necessary skills and knowledge. Wiles and Bondi maintain their justification by stating that the opposition to change stems from the fact that many Economics teachers lack faith in the changes. The authors note that many Economics teachers are more at ease teaching learners using their old methods and instructional techniques. They believe that because there was less work to perform and less ambiguity in the terminology employed, the previous curricula did not frustrate them. Furthermore, according to Wiles and Bondi, for a successful implementation of the Economics curriculum, Economics teachers must have faith in the direction and intent of the materials they employ. For this reason, it is always crucial to pinpoint the factors that support or obstruct teachers' successful implementation of new Economics curricula

in order to give them guidance on how to handle changes to the curriculum. Economics teachers play a crucial role in determining whether an Economics curriculum is offered consistently, successfully, and efficaciously to support student development (Wiles & Bondi, 2017).

Van Wyk (2021) opines that the Bill of Rights is another factor preventing Economics teachers from adopting the new Economics curriculum modifications. Van Wyk defended his position by claiming that the Bill of Rights altered school governance, shifting it from the principal's exclusive control to the School Governing Body (SGB), which is made up of teachers, parents and learners. Van Wyk goes further by explaining that learners have several liberties to exercise at their discretion, therefore they are allowed to forego completing assessments when they choose to do so. As a result, when learners refuse to cooperate with teachers, it is increasingly harder to apply the Economics curriculum, especially if some parents think it is unreasonable of the teachers to punish such learners. Furthermore, Van Wyk maintains that the removal of corporal punishment without the implementation of other disciplinary measures resulted in a decline in learner discipline. The discipline of learners is so difficult that extra work from the teachers is required to keep the learners under control.

Van Wyk (2021) asserts the changeover to the new educational system resulted in the implementation of a new Economics curriculum, which presented difficulties like crowded classrooms and multi-grade classes with learners speaking different languages, among other differences and increased the demand on the skills of Economics teachers. Since the implementation of the new curriculum, there have been regular revisions to the Economics curriculum that have had a detrimental impact on Treasury's budget, which in turn has had a knock-on effect on the distribution of monies to schools. Van Wyk further emphasised that it has become a difficult challenge for SGBs to hire additional Economics teachers and buy additional resource materials to implement the Economics curriculum, all of which puts pressure on Economics teachers and principals to manage their schools successfully. The limited budget of schools is burdened by the need to upgrade resources and the shoddy infrastructure already present in poor schools (Van Wyk, 2021). Lumby, (2019) states that parents' low literacy levels present additional difficulties for Economics teachers because they are ill-equipped to assist learners with their homework assignments and activities.

### ***Perceptions of Economics teachers about curriculum change***

According to Tshiredo (2013), the perception of curriculum changes by Economics teachers decides whether they have a positive or negative effect on teaching and learning. Additionally, many Economics teachers appear to be unsure of what the curriculum modifications entail and why they are required in the first place. There are different levels of acceptance and rejection among Economics teachers, therefore their stance on changes in the field is not an either/or choice. Bantwini (2010) observes that the lack of necessary instructional resources, as well as the lack of clarity among Economics teachers on innovations, abilities, and knowledge, reinforces their lack of motivation. This might foster in them an aversion to change and make them unwilling to be creative. In their study, Schwartz and Sadler (2020) discovered that many Economics teachers believe their level of preparation for the new Economics curriculum is insufficient.

Davis (2009) states that Economics teachers are confused about what is expected of them, unsure of how to make the change process successful, resistant to further change, and have developed a negative attitude toward further curriculum change endeavours, as a result of having to deal with so many instances of curriculum change over the course of a few years. Davis argues that this acceptance conundrum arises when Economics teachers have to cope with curriculum restrictions relating to testing and staffing, as well as systemic restrictions relating to regulations requiring specific methods of education or evaluation.

Nundkoomar (2016) reveals that Economics teachers still encounter difficulties adapting the new curriculum to the local environment and are constrained in their ability to move forward with the implementation of a new curriculum. Nundkoomar explains that, as Economics teachers adjust to the new curriculum's requirements, they must deal with challenges like large classes, challenging and bad behaviour by learners, and demands for greater accountability; as such, these difficulties have compelled teachers to adjust by reducing the number of changes they make to the way they teach in the classroom. According to DBE (2018) Economics teachers continue to struggle with abrupt changes in policies and procedures and many are unsure of whether to accept or reject the suggested modifications. Du Plessis and Marais (2022) state that the underlying reason for Economics teachers' attitudes may be the pressure to adopt one reform after another, which makes them resistant to

learning new information and abilities. When Economics teachers are exposed to new information and abilities, they frequently fight or reject these, choosing instead to adopt what they already know and are used to or postponing adoption of new curriculum changes until other innovations supplant them (Du Plessis & Marais, 2022).

### **2.2.3 Economics Teachers' involvement in curriculum change**

Since Economics teachers have been implementers of curriculum change over the years, the level of their involvement in the revision of the Economics curriculum has fluctuated (Sikes, 2014). According to Bernstein (2010), Economics teachers have varied degrees of control over the knowledge that is chosen, arranged, and received in the educational connection with their learners. Sikes (2014) asserts that the earlier you become involved in the development phase, the better the modifications that result will be. According to Webb (2015), Economics teachers should be empowered to adjust required Economics curricula and determine how learners will be evaluated in the classroom in light of the varying levels of teacher involvement and engagement. Holly, (2015) argues that, since economics teachers are well attuned to learners' requirements, they should be given permission to create the economics curriculum that will be studied. Schmäzle and Meshi, (2020) however, connects the benefits of including all stakeholders in decision-making to their increased involvement in the revision of the Economics curriculum.



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Rea-Dickins and Germaine (2016) emphasise the importance of Economics teachers participating in changes to the curriculum, stating that their contributions can be particularly important in evaluating the effectiveness and balance of such a document. These authors reckon that Economics teachers must serve as the crucial evaluators of the aforementioned pedagogical standards since they are the main sources of knowledge concerning how the Economics curriculum should be taught in the classroom.

Bas and Senturk, (2019) believes that updating the Economics curriculum only needs teachers to recognise that their role in the process has changed, rather than coming up with innovative approaches for useful curricula. Bas and Senturk continue to argue that, when updating the Economics curriculum, it is important to consider how the specialist teachers might be best involved in the process and do away with the archaic notion that teachers are merely recipients of their jobs. By ignoring the teacher's voice,

the advantages of fresh ideas for changing the Economics curriculum may be hindered, posing a serious concern that Economics teachers will be forced to do little more than listen to voices howling in the desert (Bas & Senturk, 2019). According to Boadzo (2019), even though Economics teachers are frequently left out of the decision-making process, they nevertheless support modifications to the curriculum.

#### **2.2.4 Support offered to teachers in the implementation of Economics curriculum change**

##### ***Mentoring of, and support for, curriculum change***

Brooker, Cumming, and Logan, (2021) note that there have been notable shifts in the South African educational system since the introduction of democracy. Given that accepting change is difficult, it is necessary to provide advisory services to assist all stakeholders who might be impacted. During the process of changing the Economics curriculum, any helpful support provided to Economics teachers should provide positive results. According to Kaput (2018), a commitment to provide the necessary resources, whether they be in the form of knowledge, skills or training, is necessary for a successful transformation in the Economics curriculum. Success in a new era marked by Economics curriculum reform will therefore depend on the calibre of the knowledge and training of Economics teachers, principals, and supervisors, as well as on their readiness to accept change and instruct in a progressive manner (Plek, 2015).

##### ***Professional curriculum development support***

According to Bas and Senturk (2019), while adopting new material, professional development raises teachers' self-efficacy and self-esteem, while boosting confidence and competency and lowering stress. Bas and Senturk further state that since professional development assistance boosts the efficiency of the curriculum implementation process, it is critical to secure sufficient funding for Economics teachers' professional development from both governmental and non-governmental sources. Teachers who are involved in the curriculum development process are able to identify aspects of the new curriculum that may be in line with their knowledge, skills, attitudes and beliefs about imparting knowledge to the learners. Bas and Senturk further suggest that teachers who take part in curriculum development can point out to management areas that require professional development, which will make planning easier. Teachers can adapt to new situations in ways that suit their own worldview

by means of ongoing professional growth. The adaptation results in a variation of the elements that already exist within their frame of reference (Bas and Senturk, 2019).

In addition, Bas and Senturk (2019) further states that it is imperative that teachers possess the necessary knowledge and abilities to enable them to contribute to curriculum development in an efficient manner. In order for teachers to be able to participate in the creation of curricula, they must be supported through professional development training. In order for teachers to gain more experience and autonomy, they must be given more authority during the curriculum-development process.

## **2.2.5 Strategies that can be put in place to accommodate all teachers in discussions around curriculum change**

### ***Teacher involvement in Economics curriculum development***

Ramparsad (2016) states that, in order to ensure effective involvement, Economics teachers must first receive training in policy making. Economics teachers should be encouraged to offer proposals for policy formation. However, this needs to be backed up with training so that good knowledge can influence policy decisions. Ramparsad claims that the Education Department must offer extensive In-Service Training (INSET) on the process of changing the Economics curriculum in order for Economics teachers to actively participate in that process. Understanding both the theoretical components of the Economics curriculum and the procedure for changing it should be required for this. It must be required of teachers who participate in the INSET programme to share knowledge with their communities through regular workshops, newsletters and brochures. The key to increasing teachers' abilities to take part in the development of Economics curricula is proper preparation for Economics teachers (Ramparsad, 2016).

Nomdo (2017) contends that when teachers participate in the curriculum change process it is important to take into account the required resources. If the infrastructure is lacking, the intervention will not be successful. Teachers of Economics could participate in the implementation stage by taking on creative, encouraging, and networking responsibilities. Nomdo believes that these implementation duties can only be fulfilled if the needs for resources, funding, training and classroom overcrowding are met. Teachers of Economics have, on many occasions, their resource demands known. Nomdo, further emphasises that a significant amount of resources are needed

to implement the innovative approaches recommended by an outcomes-based approach. These resources include both human and material ones. Parental support, physical resources, and classroom accommodation are all problems. Realistic expectations for resource needs must be made regarding the intervention's nature. More financial resources need to be set aside to assist the creation of teacher training programmes, post provisioning, and curriculum resource materials (Nomdo, 2017).

### ***Capacitating teachers through workshops***

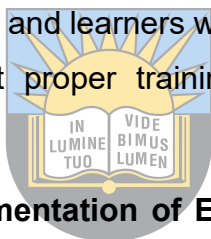
Ramparsad (2016) states that Economics teachers have a constrained amount of time in which to become familiar with new teaching strategies and resources. They are supposed to encourage their learners to bring their outside experiences into the classroom in a useful way by focusing on a variety of practical concerns that demand learners' attention in class. Ramparsad argues that even if time is a factor in the implementation of any innovation, enough time must be planned for the preparation of Economics teachers before participation is actually realised. Teachers typically become irritated during workshops because insufficient time is allotted for explanations and a good comprehension of the Economics curriculum process. It is crucial, to empower all Economics teachers to use the new curriculum. Teachers who are knowledgeable, assured, and persuasive, need to promote the new facts. This might be a core group of voluntarily serving Economics teachers from a district. It is not recommended, however, that all teachers participate in this process of curriculum creation on a mandatory basis. One of the requirements for participation involved in the planning process is the ability to communicate information (Ramparsad, 2016).

Prinsloo, Vorster and Sibiyi (2019) argue that each new edition of the curriculum introduces a new set of requirements that must be met quickly. As a result, Economics learners are indeed impacted by curricular changes. If teachers lack the necessary expertise to deal with curriculum change, it becomes extremely frustrating for learners, and this not only impacts how they perform in the classroom but also diminishes their morale and enthusiasm for the subject. In order to successfully implement changes to the Economics curriculum, it is essential to fully workshop teachers first. This will ensure that they have a clear understanding of the changes made, the skills needed to carry out their new roles, and the resources available to support teaching. Failure to address these problems may contribute to teachers' low motivation, which will

undermine any efforts to change the curriculum in the classroom (Mungadi & Rouhani, 2020).

### **2.3 Effects of Economics curriculum changes**

Phakathi (2018) notes that modifications to the Economics curriculum have had a significant impact on both teachers and learners. While the former must implement yet another new curriculum, the latter must become accustomed to a new strategy or style of teaching. Phakathi (2018) argues that while learners' assessment results serve as evidence of what they are capable of, these are frequently impacted by their developmental progress and the level of social and familial support they receive. According to Mungadi and Rouhani (2020), teaching and learning of Economics are always impacted by the disparities in power between teachers and learners. For example, teachers need to receive training in how to enhance teaching and learning as well as how to assist students in adjusting to curriculum modifications by attending the relevant training. Both teachers and learners will not be able to fully implement the curriculum's requirements without proper training and development (Mungadi & Rouhani, 2020).



### **2.4 Factors affecting the implementation of Economics curriculum change in schools**

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Tshiredo (2013) asserts that, in order to implement the Economics curriculum successfully, curriculum planners and developers must carefully evaluate the issue of resources and educational materials. Insufficient teaching resources can be very upsetting for both teachers and learners because a lack thereof prevents learners from engaging to their fullest potential and makes it difficult for teachers to carry out proper instruction due to a lack of teaching aids. As a result, some schools struggle to implement the curriculum effectively. It is crucial to understand that not all schools have the same potential to adopt changes. Tshiredo highlights that there is a propensity in South Africa to neglect the variety that already exists and to impose extensive, complex modifications to systems that might not be equipped to deal with them. Implementation must therefore take into account a specific context, including its leaders, teachers, learners, resources and environment. Furthermore, the Department of Basic Education (2018) emphasised that the cross-subject integration in the C2005 and OBE Economics curricula left teachers with insufficient time to prepare effective

lessons while also burdening them with unprecedented decision-making authority, raising expectations and additional administrative labour. The participating Economics teachers in the DBE (2018) study stated that teachers were overburdened, overworked, and unable to satisfy the prospects of the new curriculum.

According to Davis, (2009) the Economics curriculum is constantly changing in South Africa, which has resulted in the introduction of numerous new concepts, rules, pedagogies, and evaluation methods. In order to cope with this scenario, it is imperative that the provincial and district authorities provide assistance to Economics teachers, emphasising that it is imperative when teachers attempt to make meaning of curriculum policies and their implementation, there should be a connection to their emotions as well (Davis, 2009). Davis argue that teachers generally find it challenging to execute curriculum changes in schools without textbooks, teaching aids, computers to access the internet for new knowledge, and a functional system of classrooms for teaching and learning, especially in remote areas. Davis observes that teachers must deal with challenges and frustrations associated with teaching in overcrowded classrooms due to scarcity of resources and capacity to support curricular changes in Economics in schools. This is because there are many more learners than available classrooms. Davis highlights that lack of resources and poor infrastructure should be taken into account whenever curriculum changes are to be made. Resources are the key determinants of whether modifications in curriculum implementation are successful or not (Davis, 2009).

Fullan (2022) asserts that many Economics teachers find it difficult to implement the suggested changes in practice even after receiving the training meant to ready them for curriculum revisions. With the introduction of a new strategy under OBE, the emphasis on learning and teaching was changed away from memorisation and towards tangible educational outputs or outcomes (Fullan, 2022).

Fullan further argues that learner-centred activities predominated in the classroom, the role of the Economics teacher shifted from that of a knowledge transmitter to that of a facilitator, entrusted with helping learners accomplish the desired learning outcomes. Fullan asserts that subject teachers' opinions about the desired changes have a significant impact on the effectiveness of the endeavour to reform the Economics curriculum. Although teacher preparation is given little thought in the transformation process, some Economics teachers lack subject-matter expertise,

have only mediocre group-work skills, and have only rudimentary knowledge of assessment. Fullan explains that Economics teachers feel disempowered and demoralised since they do not perceive themselves as having initiated the alteration of their curriculum, but rather as having been subjected to it.

According to Killen (2022), curriculum changes in Economics should be made to inspire learners to pursue lifelong learning and to develop into accountable and useful members of society. Killen suggests that effective Economics lessons should allow learners to continuously evaluate the dynamic interaction between their objective and their actions and feedback. If this is not done, learners will not be able to decide how to act, evaluate the effects of their actions, or understand their responsibility as learners.

## **2.5 Summary of chapter**

The literature reviewed in this chapter explained the challenges that Economics teachers encounter when implementing the new Economics curriculum, strategies that can be put in place to accommodate all teachers in discussions around curriculum change, perceptions of Economics teachers and factors affecting Economics curriculum change implementation in schools.

Methodology is covered in chapter three. It will outline the research design and methodology that will be applied. The chapter will also describe the research population, sampling technique and methodology. The data collection instruments and processes will also be outlined. Credibility and trustworthiness of the research instruments are also considered. The chapter will further present the data analysis process. Chapter three will conclude with the ethical considerations of the study, highlighting how these were applied during the research process.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

In this chapter, it is important to firstly discuss the methodology. Any researcher, before deciding on which route to take, has to be informed by methodological literature (Lichtman, 2020) in terms of models, concepts, theories, hypotheses, methodology and methods which will have a bearing on the research process (Silverman, 2021). Furthermore, this chapter t presents a discussion of the research paradigm, research approach, research design, sampling strategy, data collection tools, data analysis, validity, reliability/trustworthiness, and ethical issues.

#### 3.2 Research Paradigms

Mackenzie and Knipe (2016) state that paradigms are interpretive frames of reference. Further, paradigms are a loose collection of logically connected presumptions, notions, or assertions that guide research. Research relies heavily on paradigms which have an impact on how information is researched and understood. They debate ideas, argue their standpoints, and look for points of agreement. The paradigm that is selected defines the goals, driving forces and expectations of the research (Mackenzie and Knipe, 2016). These scholars contend further that decisions about methodology, literature, or research design cannot be made without first identifying a paradigm. These perspectives exist along continua. Cohen, Manion and Morrison (2018) argue that a paradigm is a philosophical point of view that aims to comprehend the intricate universe of individuals' lived experiences. These authors further assert that research paradigms have dimensions and they include ontology, epistemology, methodology, methods and data, and these are discussed below:

- **Ontology:** Is the philosophy of existence. It refers to your perception of reality and the degree to which it can be discovered through investigation. What is real or true is what ontology is concerned with (Cohen, Manion & Morrison, 2018).
- **Epistemology:** Epistemology is known as the theory of knowledge. It relates to the fundamentals of what can be known and how it may be known, or how to learn about anything (Cohen, Manion & Morrison, 2018).
- **Methodology:** Methodology represents the theory of methods. It refers to the general theoretical justification and the guiding principles that specify how a

research question, a set of methodologies, and certain data are contained inside a perspective (Cohen, Manion & Morrison, 2018).

- **Methods:** Methods are the instruments and methods you employ to collect and/or analyse data (Cohen, Manion & Morrison, 2018).
- **Data:** Data is what you discover after using a method. Data can take on any form, including behaviour, emotional experiences, physical or symbolic data (Cohen, Manion & Morrison, 2018). However, the paradigm below was applied for the purposes of this study.

### **3.2.1 Interpretivism paradigm**

Creswell and Poth (2016) argue that the interpretivism paradigm enables researchers to better comprehend the phenomenon and its complexity within the context of that particular instance, as opposed to making an effort to apply the foundation of knowledge to every instance. The interpretivist paradigm is based on the notion that techniques for comprehending knowledge in the social and human sciences could not be applied to the physical sciences because, while humans interpret their surroundings and behave accordingly, the rest of the universe does not share this understanding (Hammersley, 2023). Hammersley further claims that people interpret situations in different ways. Interpretivist researchers try to understand the different ways that people view and experience the world through different contexts and situations, rather than applying bias when analysing events and individuals with their own interpretations.

### **3.2.2 Advantages of the interpretivism paradigm**

According to Tuli (2019), Interpretivist researchers are able to deeply understand matters in their social contexts, in addition to describing things, people, or events, since they have a variety of perspectives from which to observe phenomena. Liamputtong, (2019) observe that interpretivism paradigm is good in understanding social dynamics. Additionally, because it takes into account complexity and contextual aspects, it enables the researcher to be alert to changes that take place. Because the data used in these studies tend to be reliable and honest, Pizam and Mansfeld (2019) add that primary data obtained using Interpretivism may be associated with a high level of validity.

### **3.2.3 Disadvantages of interpretivism paradigm**

According to Cohen, Manion and Marrison (2018), interpretivists tend to create a gap in confirming the validity and utility of research findings with the use of scientific procedures, since they would rather learn more about phenomena in the context of their complexity than extrapolating these findings to different individuals and situations. The ontological concept of interpretivism, according to Mackenzi and Knipe (2016), also tends to be subjective rather than objective. Thus, the interpretation, personal beliefs, cognitive processes, and cultural preferences of the researcher all undoubtedly impact the research results, leading to bias. The inability of interpretivism to address the impact of politics and ideologies on knowledge and social reality is another disadvantage. This paradigm is not so much concerned with issues of societal and personal empowerment as it is with comprehending current events (Mackenzi & Knipe, 2016). Finally, Mackenzi and Knipe argues that the issues of power and agency that are present in our society are implicitly disregarded by this theoretical perspective.

### **3.2.4 How interpretive paradigm is related to the study**

The interpretivism paradigm is relevant to this study because it assisted in the careful consideration and formulation of the research question by the researcher. Additionally, it helped with respectfully doing research and assessing how widely results were communicated. Additionally, it aided in the development of strong arguments in written accounts. During the course of the inquiry process, the researcher was conscious of articulation, and took responsibility for the decisions and interpretations made. This paradigm opened up a channel of communication between the researcher and the Economics teachers, giving the researcher insight into how the Economics teachers viewed changes to the Economics curriculum.

### **3.3 Research Approach**

In this study, qualitative research methodology was used. Creswell and Poth (2016) note that one advantage of qualitative research is that it concentrates on commonplace events that naturally take place in natural environments. The essence of reality and human behaviour in qualitative research, they continue, is one that is created by the people engaged in the study process. Schumacher and McMillan (2017) state that qualitative research data are collected through in-person interactions between researchers and selected participants in their natural settings or study fields.

Maree (2015) suggests that qualitative research is crucial for developing theories, creating policies and improving social and educational difficulties. Qualitative research discusses and examines individual and group social behaviours, attitudes and perceptions. Maree adds that a key goal of the qualitative research method is to understand human interactions within a certain phenomenon from the participants' points of view.

### **3.3.1 Characteristics of qualitative research**

Rallis and Rossman (2016) assert that qualitative research is conducted in natural settings without the use of artificial experimentation. There is no control, manipulation or alteration of the behaviour or settings; the behaviour is observed as it happens; as a result, the researcher accesses experiences, relationships and documents in their original contexts in an effort to analyse and make sense of occurrences in terms of the meanings people attribute to them. Rallis and Rossman add that techniques such as observing, describing and interpreting are used by qualitative researchers to try to understand people's perceptions and experiences. Unlike tightly prefigured quantitative research, qualitative research emerges organically and does not focus on measuring and predicting. The authors maintain that a thorough comprehension of human experience may be attained when using qualitative research method.

Furthermore, Minichiello and Kettler (2019) argue that the context of qualitative research is to uncover previously hidden information, whereby the researcher's main goal is to understand exactly what the other person is thinking. Qualitative research has no special standout theory and does not favour any one way over another. Effective interviewing techniques are necessary to convey the researcher's intense curiosity in a way that encourages further investigation. This entails giving the subject participants as much of your attention as you can, giving them time to speak to you, and cultivating the capacity to think critically about what you encounter (Minichiello & Kettler, 2019). As a result, qualitative research might adapt a conventional approach to deal with fresh issues from various theoretical vantage points. The authors state further that, because they are continually reading, responding to what is happening in the present, and modifying protocol to match the particular needs of each event or environment, qualitative researchers are masters of improvisation. Instead of establishing a clearly defined concept of what is being examined, qualitative

researchers create and hone concepts throughout the research process (Minichiello & Kettler, 2019).

### **3.3.2 Advantages of using qualitative research**

Various perceptions and realities are taken into account, according to Minichiello and Kettler (2019), while examining experiences, behaviour, and events in a social setting. Information not anticipated by the researcher may be provided when using open-ended questions. The most important data frequently surface in unexpected and surprising ways. Causal linkages can be directly documented by qualitative study. Minichiello and Kettler argue that, without qualitative data, we would not know what specific components of an intervention would be helpful or why, even though we may know from certain metrics that a given intervention programme or campaign is effective. In order to synthesise what is known about a problem or topic, connections between intellectual and scientific realms should be formed. When necessary, a qualitative researcher can delve deeper into comments or observations to elicit more thorough descriptions (Litchman, 2020). Litchman argues that the process of gathering qualitative data offers an added benefit in terms of face validity, and that this, in turn, offers a useful model to help explain why people from different backgrounds behave in such a variety of ways in response to situations that appear to be similar. The researcher believes that the qualitative approach should be used to perform this study based on the analysis from the many authors mentioned above.

### **3.3.3 Justification for Qualitative Research**

Denzin and Lincoln (2017) assert that both qualitative and quantitative research methodologies are scientific and provide essential information about others and their depictions. According to these researchers, qualitative research uses a variety of methods, including observations, interviews, participation from respondents, and many others, to gather accurate and compelling information on how people experience their lives. The researcher carefully considered the current controversy between qualitative and quantitative research before selecting the qualitative study strategy. Quantitative researchers view qualitative research as a danger because it firmly supports a positivist perspective (Johnson & Christensen, 2019; McMillan and Schumacher, 2017). According to Denzin and Lincoln (2017), those who conduct quantitative research claim that qualitative research results are either fiction or bush

science, not true science. In response, qualitative researchers dispute these claims, arguing that quantitative researchers advance an arrogant, limited point of view (Maxwell, 2017). Denzin and Lincoln (2017) argue that such research science viewpoints (as expressed by their counterparts) simply uphold the dogmatic assumptions of neoclassical experimentalism. In these situations, the researcher adopts the viewpoint of the aforementioned authors as well as Atkinson (2020), who urges that qualitative researchers should challenge positivist norms and principles in their thinking. This fundamentally reframes the conservative approach that seeks to discredit qualitative inquiry (Lichtman, 2020).

### **3.4 Research Design**

Sileyew (2019), defines a research design as an approach that is used for responding to research questions using empirical data. A well-planned research design assists in ensuring that the methods used match the research objectives and that the researcher uses the right kind of analysis for data collection methods. Constructing a research design means making choices and decisions about the procedures to follow when collecting data, criteria for selecting subjects and data analysis methods. According to Rezigalla, (2020) the goal of qualitative research design is to obtain a comprehensive, in-depth understanding of a particular context or phenomenon. This allows the researcher to design the study with greater creativity and flexibility. Case studies, ethnographies, grounded theories and phenomenologies are the four categories of qualitative research designs that Rezigalla recognises. Case study design was employed in this study.

#### **3.4.1 Case Study Research Design**

Coombs (2022) defines a case study as a type of methodical research strategy used to generate a comprehensive understanding of a current problem or phenomenon in a given system. In order to comprehend a phenomenon that occurs in reality, case study research necessitates a thorough inquiry into a person, group, or event. The humanities and social sciences frequently employ it to provide insights into particular occurrences or circumstances and to explore difficult topics. Many data sources, such as observations, records or interviews, may be used in a case study.

### 3.4.2 Types of case studies

Creswell and Poth, (2016) state that case studies are typically defined by the intent of the case analysis. Case studies can be classified into three categories: instrumental (single), collective (many) and intrinsic.

- Single case study: The researcher concentrates on an area of concern before choosing one constrained instance to represent the issue (Creswell & Poth, 2016). Yin (2017) argues that a single case study is the best option if the researcher just wants to look at one particular aspect such as one individual from a particular group or one particular group, for instance, a particular group of individuals within a bounded system.
- Multiple case study: The researcher chooses several cases to highlight a single problem or topic (Creswell & Poth, 2016). A multiple case study compares examples in order to find commonalities, correlations, or trends. Even though the cases in a multiple case study may differ or be similar in nature, the researcher is still searching for patterns or connections between them. This approach is commonly employed when the phenomenon under investigation is rare or difficult to observe (Yin, 2017).
- Intrinsic case study: An intrinsic case study retains the analytical processes of a case study while focusing on the case because it presents a unique circumstance, similar to the focus of narrative research. Furthermore, in an intrinsic case study, the case itself serves as the main point of focus for the research, with the aim of developing a thorough understanding of the situation. In the social sciences and humanities, intrinsic case studies are frequently utilised, especially when the case being researched is unique and the researcher wishes to understand a particular problem or circumstance better (Creswell & Poth, 2016). An intrinsic case study was used in this research study because the aim of the researcher was to fundamentally understand the perceptions of Economics teachers around Economics curriculum change.

### 3.4.3 Justification of case study

While a quantitative researcher gathers precise data from a large number of instances and respondents, a qualitative researcher, on the other hand, gathers data on one or few examples, and by delving into deeper depth, they gain more detail from a small

number of carefully chosen cases (Neuman, 2014). Through participant interaction and immersion in the process of data collection, the case study research design enables the researcher to process data in-depth. Understanding of the subjects and research locations in this study was aided by the researcher's familiarity with them. The case study design's flexibility for interpretive and critical approaches is another benefit (Maree, 2015). Furthermore, a case study research design was chosen because it is suitable for a qualitative form of inquiry and this research required extensive information from teachers' perceptions around Economics curriculum changes.

### **3.5 Sample of the Study**

A sample, according to Johnson and Christensen (2019), is an arbitrary selection of elements taken from a larger population. A sample is a small percentage of the entire set of items, events, or people that collectively comprises the subject of the study. Sourav and Diaconis, (2018) argues that sampling enables the researcher to gather sufficient information to address the research question or questions without contacting every member of the population and such a process saves time and money. In this study, five high schools from the Amatole West Education District were chosen using a straightforward selection technique. Three Economics teachers were specifically chosen from each of the five high schools. The researcher interviewed all three teachers in each school. Therefore, the sample size of Economics teachers that was used in this study was fifteen (15). Sample techniques can be broadly classified into two categories: probability sampling and non-probability sampling (Showkat & Parveen, 2017).

#### **3.5.1 Probability Sampling**

According to Showkat and Parveen (2017), there is an equal chance of selection for every sample in probability sampling. Every member of the population has a known non-zero probability of being selected in a probability sample. The probability that a sample is representative of the population is ascertained using this sampling technique. Simple random sampling, stratified random sampling, systematic random sampling, cluster sampling and multi-stage systematic sampling are some of the probability sampling techniques.

- **Simple random sampling:** With simple random sampling, every element in the population and every possible combination of elements has an equal chance of being selected to become a member of the sample. This method of selecting a sample is completely arbitrary. As one of the most straightforward methods of random sampling, this approach is a reasonable means of selecting a sample (Showkat & Parveen, 2017).
- **Stratified random sampling:** A predetermined number of groups is randomly selected from each of these smaller, homogeneous groups after the population elements are divided into strata based on specific criteria (Showkat & Parveen, 2017).
- **Systematic random sampling:** For this strategy, the complete population profile is required. Using this sample technique, the researcher selects one unit from the sampling frame and then determines how many more units to draw by calculating the interval size. With systematic sampling, the researcher can choose each  $n$ th participant from a lengthy list. Even though each component in a systematic random sampling set has an equal chance of being chosen, its probabilities vary (Showkat & Parveen, 2017).
- **Cluster sampling:** The population is divided into clusters for cluster sampling, and then a sample is chosen at random from each cluster. A pure cluster sampling involves sampling the entire cluster. Both homogeneity between the clusters and variation within the clusters are desirable for cluster sampling. The degree of cluster homogeneity will determine how much the margin of error changes (Showkat & Parveen, 2017).
- **Multi-stage systematic sampling:** In actuality, this method combines several approaches to sample drawing. At different levels, this strategy is used to divide the population into groups. Another group inside another group, and so on. Ultimately, the sample is made up of the smallest group out of all the groups (Showkat & Parveen, 2017).

### 3.5.2 Non - Probability Sampling

According to Andale (2015), the non-probability sampling procedure uses non-randomised approaches to choose the sample. Most non-probability sampling methods require making decisions. Rather than being picked at random, participants are picked because they are reachable. In certain circumstances, non-probability

sampling is a useful and practical method of selecting a sample; however, in other circumstances, it is the only reasonable choice.

According to Showkat and Parveen (2017), the researcher can look into specific events that might produce illuminating data by using the non-probability method. The non-probability sample is used to investigate existing theoretical frameworks or develop new ones. This sampling technique is believed to be less costly, more straightforward, and easier to use than its counterpart. Convenience sampling and purposive sampling are two non-probability sampling techniques. The researcher selected the Economics teachers for this study using these two methods.

- **Convenient sampling:** It explains situations in which parts are selected due to their easy and convenient availability. Convenience sampling is typically utilised in qualitative investigations (Creswell & Poth, 2016). This technique was chosen by the researcher because the participants of the research were easy to find and readily approachable. The schools that the researcher chose in order to collect data from the teachers were not very far apart, within the proximity of 40km. Therefore, this technique was less costly for the researcher and it did not involve much travelling to collect data from the participants. The researcher also had the benefit of obtaining the needed information quickly.
- **Purposive Sampling:** According to Maree (2015), purposive sampling is a technique employed in unique circumstances where the sample is carried out with a specific goal in mind. More specifically, in a purposive sampling study, cases are hand-selected for inclusion in the sample based on the researcher's assessment of their typicality or possession of the specific traits being sought. Furthermore, purposive sampling is the intentional selection of a participant based on the attributes the participant possesses. It is a non-random technique that does not require a predetermined number of participants or underlying theories. After determining what information is required, the researcher searches for sources who can and are willing to supply it based on their expertise or experience (Etikan, Musa & Alkassim 2016).

In this study, the researcher specifically selected Economics teachers around the Amathole West Education District. The researcher looked at the experience and number of years that these teachers had in teaching Economics. This information assisted in knowing how these teachers have been affected with curriculum changes

over the past years. Furthermore, most of these teachers had the same characteristics such as, 18 years of experience as teachers and were teaching in under- resourced schools. Most of these teachers also had post- graduate degrees in education which makes them experts of the subject. The objectives and research questions of this study were a deciding element when choosing which sample to involve and use.

### **3.6 Research Sites**

In qualitative research, the participants are located and contacted at the research site, which is where actual data is collected (MacMillan & Schumacher, 2017)

Five high schools from the Amatole West Education District served as the study's research locations. This is where the study's teaching and learning activities were conducted. The research locations were in the Eastern Cape of South Africa's typical rural Amatole West Education District. The majority of rural schools, particularly those in the Eastern Cape Province overall, have environmental conditions that are typically stated and reflected by all of the participating schools, which were easily chosen. Most of the schools in this district are underfunded and underequipped (Nqadala, 2007 & Dlova, 2009).



### **3.7 Context of the Schools Studied**

According to Dernbach, Singleton, Wharton, Wasson and Ruhtenberg, (2021), the optimal environment for any study is one that allows for quick rapport between the researcher and informants as well as simple access to the researcher. The Amatole West Education District is located in a dry area where there is no cash crop and only subsistence farming is done. The growth of maize, millet and beans is a common practice. Amatole West Education District was chosen due to its accessibility and because it is a district that has a large number of teachers who have been teaching Economics for the past 20 years. The researcher knows this information through going to the Education district office to collect information on how many schools offer Economics and how many Economics teachers the district has. Amathole West is also an under- resourced district with a substantial population of learners located in rural areas, which makes the study more feasible to gather information from schools where learners in the classroom are short of textbooks in order to effectively implement the curriculum.

### 3.8 Data Collection Instruments

Data preparation and collection techniques are referred to as data collection instruments (Johnson & Christensen, 2019). In qualitative research, a small group of participants is assembled at each research site, and the researcher records their verbatim comments and visual evidence (Creswell & Poth, 2016). The researcher in this study offers a cautionary note that when planning research methods, a researcher should always take into account any informal data-gathering techniques that are practical, such as mingling, casual chats, and inadvertent dialogues. The researcher was in a position to have these discussions because he works as a teacher. Data were collected by interviewing teachers from the selected schools. In addition, document analysis were also used as a data collection instrument.

#### 3.8.1 Interviews

To gather the required data, interviews were used. Maree (2015) defines an interview as a two-way conversation in which the interviewer probes the subject with questions to find out about their thoughts, opinions, news, behaviours and beliefs. Qualitative interviews, which aim to understand the world through the participant's eyes, can be a useful source if they are handled properly. An interview is a social occasion where the researcher maintains control over the degree of closeness and power between participants. The interviewee has equal rights, thus he or she is free to ask the researcher questions and leave the study whenever he or she likes (Lichtman, 2020).

##### 3.8.1.1 Different types of interviews

Three types of interviews exist, according to Maree (2015): structured, semi-structured and unstructured

- **Structured interviews:** Maree (2015) states that structured interviews follow the same pre-planned process for developing questions as survey research. In order to assure consistency, structured interviews are typically employed in several case studies or bigger sample groups, but Maree contends that if they are too formal, they prevent probing.
- **Unstructured interviews:** Maree (2015) asserts that an unstructured interview frequently takes the shape of a dialogue with the participants in order to examine their opinions, thoughts, beliefs and attitudes towards specific events or phenomena. Unstructured interviews typically span a length of time and

involve a succession of interviews. While participants may provide solutions or insights into events, the focus is mainly on their subjective experiences with the event or phenomenon under study (Maree, 2015).

- **Semi-Structured interviews:** According to Johnson and Christensen (2019) semi-structured interviews help to gather participants' opinions, convictions, knowledge, justifications, driving forces, and feelings regarding a subject. McMillan and Schumacher (2017) assert that in semi-structured interviews, participants are given the opportunity to speak freely, which leads to the collection of important data. Individual interviews are composed of questions designed to elicit information from participants' meanings about how people conceptualise their world and how they explain or make sense of the significant events in their lives.

Semi-structured interviews are commonly used in research projects to verify data obtained from other data sources (Johnson & Christensen, 2019). Semi structured interviews rarely run very long and often involve the participant responding to a series of pre-established questions. They enable questions and clarifications of responses. Schedules for semi-structured interviews specify the direction of inquiry. In order to recognise, examine and probe new emergent lines of inquiry that are closely relevant to the phenomenon being studied, the researcher must pay close attention to the participant's comments. Furthermore, it is simple to become distracted by unimportant details unrelated to the research. If that occurs, the researcher must refocus the participant on the purpose of the interview (Johnson & Christian, 2019). To ensure that the thoughts and views of the participants were recorded for the purposes of this research study, and to give the interviewer and the interviewee flexibility, semi-structured interviews were used.

Participants were given the opportunity to express their opinions in their own words during semi-structured interviews, which allowed the researcher to prepare questions in advance. This means that the researcher had the benefit to explore pertinent thoughts that aroused throughout the interview. The researcher questioned the participants in order to collect specific and crucial data for the research. Furthermore, the researcher chose to create an interview

schedule for use throughout the interviewing phase of this study. Since the participants were teachers and were conversant in English, the interviews were conducted in that language. These interviews were recorded, and the researcher additionally noted certain issues so that the responses could be appropriately transcribed.

Semi-structured interviews enabled a focused type of communication between participants for the purpose of addressing a predetermined topic (curriculum changes) (Silverman, 2021). Thus, the interview served a very specific function and went beyond simple talk. Teachers participated in face-to-face interviews. Three economics teachers from each high school in the sample took part in the interview. Litchman (2000) contends that the semi-structured interview has the benefit of allowing the clarification of questions and the probing of participant responses, resulting in the provision of more thorough information than would be possible from written sources.

#### **3.8.1.2 Justification for interviews**

An interview's primary goal is to gather information from the interviewees and comprehend the phenomenon in its social context; this social context could be a particular organisation or division within an institution like a school. (Johnson & Christian, 2019). In this study, the main purpose was to understand and gain insight on the perceptions of Economics teachers around curriculum changes of Economics. Participants provided voluminous and in-depth information during the interview process; hence they were used for this study (McMillan & Schumacher, 2017). The experiences, insights, emotions, feelings, and thoughts of the participants served as the basis for the information (Silverman, 2021). A flexible environment for dialogue throughout the interviews was created by the semi-structured format. Response from the interviewees lead to the production of detailed data (Johnson & Christensen, 2019).

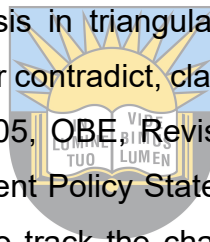
#### **3.8.1.3 Planning the interview process**

An Ethical clearance certificate was obtained by the researcher from the Inter-Faculty Ethics Committee (IFREC), which was approved and which gave the researcher permission to collect data. After receiving the ethical clearance certificate, the researcher applied to the Provincial Education Department for permission to collect data in the Amathole West Education District, and permission was granted. Following

acceptance of the provincial office's letter of consent, the researcher sent a second letter to the Education District Office (Amathole West) requesting permission to collect data at five high schools. Finally, the researcher sent a letter to the school Principals asking to interview Economics teachers after gaining the district office's agreement in writing. Permission was obtained from the principals of the five high schools, and information was gathered from the teachers concerned.

### **3.8.2 Documents Analysis**

Document analysis is a method of data collecting that does not involve the researcher and the respondent having a face-to-face conversation. The technique entails assessing papers about the subject being investigated (Maree, 2015). According to McMillan and Schumacher (2017), document analysis is a type of qualitative research that employs a methodical process to analyse documentary evidence and address specific research questions. Furthering their argument, McMillan and Schumacher state that using document analysis in triangulation can assist prevention of bias because documents can support or contradict, clarify or add to conclusions from other data sources. The Curriculum 2005, OBE, Revised National Curriculum Statement (RNCS) and Curriculum Assessment Policy Statement are the documents that were examined in this study, in order to track the changes undergone in the Economics curriculum.



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#### **3.8.2.1 Advantages of Documents analysis**

Flick (2015) reveals that documents analysis provides the researcher the following benefits:

- Lack of obtrusiveness and reactivity: documents are neither reactive nor obtrusive, meaning that the research process has no impact on them. Further, document analysis dispels worries about reflexivity (or lack thereof) that is inherent in other qualitative research techniques. When something is being seen, for instance, the course of the event could change. In most cases, using documents for research does not present a problem for reflexivity, which requires awareness of the researcher's role in the construction of meanings pertaining to social interactions, as well as acceptance of the possibility of the researcher's influence on the research (Flick, 2015).

- **Stability:** As an extension of being non-reactive, documents are stable and the study's subject remains unaffected by the researcher's presence. Documents may also be utilised for recurrent evaluations (Flick, 2015).
- **Exactness:** Documents are stable and the subject of the study is unaffected by the investigator's presence as a corollary to being non-reactive. Additionally, documents can be used for repeated reviews (Flick, 2015).
- **Coverage:** Documents cover a wide variety of topics and span a considerable amount of time, numerous events and various contexts. (Flick, 2015)

### **3.8.2.2 Disadvantages of Documents Analysis**

According to Flick, (2015) documents analysis has the following disadvantages to the researcher:

- **Insufficient detail:** documents are created for purposes other than research and are developed without regard to the study goal. Additionally, previous research discovered in records is not being taken into consideration. They usually fail to provide enough information to address a research topic as a result.
- **Low retrievability:** It can occasionally be very difficult or impossible to retrieve documentation and as a result, access to documents can be deliberately restricted (Flick, 2015).
- **Biased selectivity:** A poor document collection leads to biased selection. In a workplace environment, the papers that are available (selected) are probably in accordance with the policies and procedures of the organisation as well as the principals' agenda. However, they might also represent the priorities of the particular organisational division in charge of maintaining records for example, Human Resources (Flick, 2015).

### **3.8.2.3 Justification of document analysis**

Documents can reveal details about the environment in which study participants interact or, to put it another way, language can reveal context. Flick (2015) states that documents provide historical context and historical insight in addition to acting as witnesses to past events. With such knowledge and insight, researchers can identify the conditions that influence the phenomenon they are currently studying and better understand the historical causes of some issues. Additionally, information gleaned from papers might be contextualised during interviews (Flick, 2015). Furthermore, information found in documents can point to issues that need to be investigated and

circumstances that need to be examined. Maree (2015) argues that using document analysis can assist the researcher to contextualise their research within their field or subject by providing background knowledge and a wide range of facts. Maree used document analysis to help develop fresh interview questions as part of a longitudinal ethnographic study he was undertaking on how families in underprivileged urban communities used services. The study illustrated how different approaches can interact and support one another. Maree discovered that the chance to collect documents came from participant observation at community events, that document analysis aided in the creation of fresh interview questions, and that interview data helped to narrow the focus of particular participant observation activities.

### **3.9 Data Analysis**

Remler and Van Ryzin (2021) asserts that organising and interpreting the materials gathered is a part of qualitative data analysis. The researcher is thoroughly engaged in the interview transcripts, field notes, and other data he/she has gathered through an analysis process. Prior to writing the narratives and verbatim experiences, the researcher of this study carefully organised these materials into significant patterns and themes and gave significance to each theme. Data gathered were analysed by the researcher by transcribing audio-recorded proceedings. Using the NVivo data analysis tool, coding was also taken into account.

Maree (2015) defines data analysis as the process of finding patterns in the data, asking questions about those patterns, making assumptions, deliberately obtaining information on target themes from people who have been carefully selected, and verifying those assumptions. Nguyen, Gardner, and Sheridan (2020), defined coding as the act of assigning specific identifying names, descriptive words and symbols to data segments. Open coding, axial coding and selective coding were the coding steps used in this technique. Nguyen, Gardner, and Sheridan further alludes that open coding's goals include concept discovery, category definition, and category development in terms of priorities and dimensions. At this point, the data have been divided into manageable pieces. After that, the data is put back together using an axial coding technique. Axial coding links categories and subcategories based on shared characteristics, whereas dimensions represent the phenomena that might be used to describe what is happening. When subcategories respond to queries like why, when, where, how, and with what, phenomena are better explained (Nguyen, Gardner &

Sheridan, 2020). Selected coding is added in the final step. Developing and examining the data of developed labels, themes, categories and subcategories, in accordance with their relevance, as well as deleting those that are unrelated to the units defined, are the steps taken at this stage to improve and organise the data (Nguyen, Gardner, & Sheridan, 2020).

Lester, Cho and Lochmiller (2020) identify the following steps as essential to organise data:

- Step 1: Decide on the themes or concepts that will be used to classify, sort, and compare the data.
- Step 2: A framework is created by classifying and organising the topics into a select few larger, higher-order categories or primary themes.
- Step 3: In order to decide which section or parts of the index apply, indexing entails carefully reading each word, sentence and paragraph to discover what it is about.
- Step 4: Sort the data in some way to group content or features that are comparable together.

The steps listed below were used by the researcher to analyse the data for this study:

- Step 1: After familiarising myself with the transcript, the researcher organised the data so that it could make sense by developing themes in the study.
- Step 2: The researcher decided to put these themes into meaningful concepts according to order of importance.
- Step 3: The researcher further read the transcripts and paraphrased them to identify the inter-relatedness so that the researcher was able to see the overlapping of themes.
- Step 4: The data were arranged in a way by the researcher to group together items with comparable attributes or content.
- Step 5: The original data were summarised and synthesised by the researcher, while maintaining its original context and participant language.

Timmermans (2019) asserts that data collected for research must be interpreted because uninterpreted data has no meaning. The technique used to analyse the data is also crucial since it helps the researcher to ensure that the data have a purpose.

Social scientists employ content analysis to measure communication patterns. Diverse educational groups adhere to distinct approaches and ideologies regarding content analysis. These are all based on the systematic reading or observation of texts that have labels, also called codes, applied to them in order to indicate the existence of noteworthy patterns. A researcher can spot patterns in the texts and connections between patterns after labelling a vast collection of texts.

### **3.10 Analytic Method Followed**

In order to fully understand the setting being investigated, data must be reviewed in the context in which the researcher is typically involved, according to Posthuma (2012). In processing the data for this research study, this viewpoint was deemed pertinent. When conducting interviews, the researcher's crucial role as an insider was clear. Themes that repeatedly appeared in the data were examined and recorded using voice/voice recordings (Posthuma, 2012). With the aid of a separate coder, the researcher triangulated data from several data collection methods (documents and interviews) to create the interpretive analysis of transcripts.

#### **3.10.1 Data coding and identification of themes**

The study's data came from document analysis and interviews. The document analysis looked at Curriculum 2005, Curriculum Assessment Policy Statement (CAPS), Revised National Curriculum Statement (RNCS), and Outcome Based Education (OBE). In order to determine how the economics curriculum has changed, these documents were analysed. The categorisation of data was mostly established via coding, clustering of familiar codes or patterns, and categorisation into emergent themes, even though themes were a priori (determined deductively). This indicates that thematic coding was employed when data analysis was based on the direction provided by the study questions (Flick, 2012 & Mhlongo, 2011). In this case, a research question was presented and codes were established from what emerged from data as per the data collection instrument based on documents and interviews. The process of the coding was based on, and guided by, the research questions.

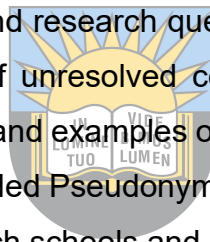
#### **3.10.2 Analysis of data gathered from documents**

A specific meaning related to the study was found by analysing data from documents such as Curriculum 2005, Outcome Based Education (OBE), Curriculum Assessment Policy Statement (CAPS), and Revised National Curriculum Statement (RNCS). Data

were examined according to a specific meaning and interpretation that related to the case. All the facts written on documents were coded.

### **3.10.3 Analysis of data gathered through Interviews**

All transcripts were processed into *verbatim* transcripts (unedited and in the original utterance) after being studied a number of times. This assisted in familiarising the researcher with the actual opinions and experiences of the participants. The questions for interviews were mostly semi-structured interviews, in a manner that relevant information related to questions of research would be gathered. Segmentation and axial coding procedures were applied to analysed data. The successive approximation approach was engaged to process data towards final analysis. Successive approximation entailed repeated iterations or cycling through steps which the researcher revisited and considered research questions and conceptual framework in the data processing (Neuman, 2014). This made it possible for the researcher to scrutinise data, relate both data and research questions and reveal fitting features or unresolved issues. In the case of unresolved concepts, the steps were repeated. Before presenting a list of themes and examples of codes that emerged from the data, a data-gathering schedule is provided. Pseudonyms in the form of numbers were used to safeguard the identity of research schools and participants who were involved.



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## **3.11 VALIDITY AND RELIABILITY IN QUALITATIVE RESEARCH**

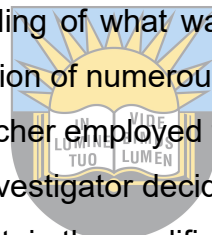
### **3.11.1 Validity in qualitative research**

According to Savin and Major, (2023) the research's internal and external validity are both evaluated. Internal validity asks whether the researcher is actually looking into the things that they say they are. The extent to which abstract concepts are applicable to various groups within the population is known as external validity (Savin and Major, 2023). Maree, (2015) argues that instruments validity refers to how closely it measures the intended outcomes. According to Pelias (2019), there are a number of technical micro definitions for validity in the qualitative field. Pelias claimed that the validity of qualitative research depends on how well the explanation and description match. In other words, is the justification credible. Qualitative researchers do not assert that there is only one possible interpretation of an event, either. There is no one correct interpretation, Pelias observes. An instrument can have absolutely no value if it does not fulfil its intended function. An item's validity reveals whether it accurately evaluates

or explains what it is meant to measure (McMillan & Schumacher, 2006). Procedures for qualitative validity rely on the subjects, the researcher, or the audience (Creswell & Poth, 2016).

With regard to Morrison and Scott (2006) literature, Guba and Lincoln (2016) created additional validity criteria. Fairness - all opinions of study participants should be taken into account equally; educational authenticity: quality research includes learners in the learning process; authenticity that has a catalytic effect occurs when the study process has sparked action and judgement; and participants are now more empowered to make informed decisions about their professional activity. Regardless of the study approach used, it is crucial to establish validity. The precision of the final report piques the interest of qualitative researchers.

Inductive and deductive research methodologies include member-checks, where each participant in this study was provided with a copy of their own record to guarantee that the records were a truthful recording of what was said and that participants got to reread their remarks, or the utilisation of numerous sources to verify a theme, are just a few of the techniques the researcher employed to assure accuracy. To validate the data collected for the study, the investigator decided to employ various techniques of data collection (triangulation) to obtain the qualified data from the participants.



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### **3.11.2 Reliability in qualitative research**

Many academics disagree with the concept of reliability when it comes to qualitative research. However, they concur that concepts like dependability, dependability, neutrality, confirmability, trustworthiness, credibility and transferability can all be used interchangeably with reliability (Cohen, Manion & Morrison, 2018).

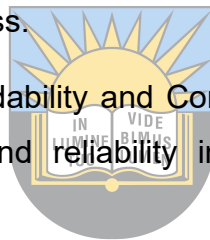
According to Maree (2015), when we talk about an instrument's dependability, what we really mean is that the results should be consistent if the same instrument is used across time or on various people within the same population. Measuring an instrument's reliability depends on how repeatable and consistent it is. What would be the use of an instrument if it provided one score now and a different one tomorrow? This is an easy question to answer. As recommended by De Vos, Strydom, Fouché and Delpont (2011), a pilot study was conducted by the researcher to ensure dependability and evaluate the data collection tool in order to enhance the study's quality. When conducting member verification, participants were asked to confirm that

the data acquired throughout the interviewing process accurately reflected the events that took place. To increase the validity of the investigation, the field notes were meticulously documented. By using a clear, organised method for gathering data from different sources, the researcher ensured the study's dependability.

### 3.11.3 Trustworthiness

Trustworthiness is of utmost importance in qualitative research. Trustworthiness refers to the method by which the investigator shows that the results fairly represent the interests and viewpoints of the participants, rather than the investigator's observations. It is possible to assess validity and reliability in qualitative research using the standard of trustworthiness. In order to verify that the results analysis is accurate, it is important to send back the collected data and explanations to the participants (Maree, 2015). The researcher confirmed that data gathered on Economics teachers' perceptions of Economics curriculum changes was directed back to the teacher participants after analyses to approve trustworthiness.

Credibility, Transferability, Dependability and Confirmability are the four values that are closely related to validity and reliability in qualitative research and reveal trustworthiness.



### 3.11.4 Credibility

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Credibility is the assurance that the data support the researcher's conclusions. Applying triangulation to the techniques for data collection and analysis to check for any contradictions in the results, the researcher develops credibility (Maree, 2015). Qualitative research investigates people's viewpoints, perceptions, ideas and values. It is acknowledged that the respondents are the primary interpreters of whether the research findings accurately reflect their opinions and convictions. The use of specific methods by the researcher to verify the accuracy of the findings is implied by qualitative legitimacy. Validity is one of the metrics used in qualitative research. It is based on determining whether the results are accurate and truthful from both the researcher's and the participant's perspectives. Qualitative researchers can validate the accuracy and appropriateness of their facts.

In this research, the researcher made an effort to provide results that are credible and convincing, while also presenting contradictory or negative results to increase the study's credibility. The researcher made sure that he accurately applied the comments

made by participants that were used during the interviews when he probed the data. To improve the accuracy of the data acquired, ethical research procedures were also used, and the research's restrictions were clearly stated. To further identify connections between the data and the explanations, extensive discussion was connected to the data obtained (notes and audio recordings). The researcher used member-checking to authenticate the information. The participants were requested to validate the researcher's versions of the data. The latter is said to be respondent authentication. Here the researcher can go back to the participants with the information and results as a way of verifying the legitimacy of the findings. This enables a crisscross on verifiable accuracy and admits that the interpretations of the researcher may be verified by those whose ideas, opinions, or understandings are the subject of the research.

### **3.11.5 Transferability**

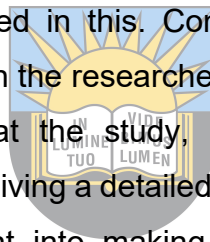
Adams and McGuire (2022) define generalisation as the extent to which conclusions about a broader population and set of circumstances can be made based on the data and settings of the research study. The generalisation is the reader's capacity to apply the findings to various contexts. The researcher is responsible for providing sufficient, acceptable information that is powerful in the research, with the aim of enabling readers to assess the applicability and pertinence of information in various contexts. The researcher must include details that will enable others to extrapolate the relevance and applicability of the findings, which will be connected to other persons, situations, case studies, and associations, to mention a few applications thereof (Creswell & Poth, 2016). Furthermore, to ensure transferability, the researcher provided a substantial amount of clear and detailed information in rich, thick descriptions of the participants and contexts. The reader could decide if the environment was similar to one they were familiar with and whether the findings could be validly applied to another setting based on the researcher's sufficient description of the fieldwork's context.

Lastly, the researcher carefully chose information-rich Economics teachers of the different secondary schools, and guaranteed that the data is sufficiently trustworthy to be transported to other settings.

### 3.11.6 Dependability

According to Adams and McGuire (2022), dependability is the degree to which the reader can be convinced that the results occurred exactly as the researcher claims. The researcher uses member checking to do this. To make sure the topics are reliable and correct, they are discussed with the participants (Creswell & Poth, 2016). In this study, the researcher triangulated all data gathered throughout the research process, including the answers to the questionnaire, results from the interviews, field notes and the research diary, in order to look for recurring themes that will lead to trustworthy conclusions. Additionally, the researcher regularly reviewed the research procedure in an effort to remove any bias that might have been introduced to the study.

Additionally, by keeping thorough records of every step of the research process, the researcher ensured accuracy and security. The research question interpretation, research design, research methodology, sampling techniques, data analysis and research findings were all included in this. Complete records were preserved all through the development. Although the researcher made an effort to make it possible for a future investigator to repeat the study, it can be challenging to achieve dependability in qualitative work. Giving a detailed description of the research process demonstrates the effort that went into making sure it is rational, traceable and meticulously recorded in a reflective way.



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### 3.11.7 Neutrality

Maree, (2015) asserts that the concept of neutrality in research refers to the absence of bias or the separation of an investigation from the perspectives, backgrounds, positions or conditioning circumstances of the researcher. When a researcher or the research is referred to as unbiased, the investigation is also assumed to be reliable and legal. Although impartiality is sometimes regarded as an impossibility, legitimacy and credibility are crucial values in qualitative research.

This entry offers suggestions for how to obtain legitimacy and trustworthiness while acknowledging researcher bias and explains why neutrality is less effective as a phrase to assess qualitative investigation (Maree, 2015). In order to maintain neutrality during the study, the researcher constantly avoided showing prejudice and encouraged participant input. The researcher made sure that participants' emotional sway or other forms of influence were minimised during the process for gathering data.

Instead, the investigator recognised that since people are constantly creating the social reality, a social science must include their sense-making as a topic of study.

### **3.11.8 Confirmability**

The effectiveness with which research participants and exogenous events corroborate an investigation's findings is measured by the fourth standard, confirmability. The validity of the study can be increased by including not only the facts and interpretations from the inquiry site itself, but also references to other authors' findings and literature that corroborate the inquirer's interpretations (Maree, 2015). The confirmability audit can be conducted in parallel with the dependability audit, and the auditor verifies whether the information and conclusions supplied by the inquirer are internally consistent, backed up by the audit trail's documentation, and not merely conjecture (Guba & Lincoln, 2016).

The researcher ensured that conclusions were derived from the data rather than from the researcher's personal biases in order to achieve confirmability in this study. Furthermore, the researcher safely kept the raw data. This included copies of the audio recordings, interviews, and notes. Member-checking was used to secretly code various texts to check for consistency so that the researcher could collaborate if anything changed. To ensure that the records were an accurate reflection of what was stated, the researcher gave each participant a copy of their own record for member checking. Qualitative data are always the outcome of a construal process, whether it be text or images.

### **3.11.9 Applicability**

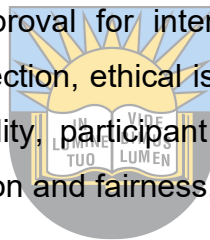
The suitability of something with regard to a certain task is referred to as its applicability. When something is applicable, it is appropriate or practical for the task at hand. An item's applicability refers to how useful it is in a specific circumstance. If something is applicable, it will be useful and used when it is needed (Kelly & Cordeiro, 2020). The researcher developed a framework that might be used as an intervention to deal with the issue of scarce teaching and learning resources in schools and strategies to employ in order to effectively implement a new Economics curriculum. The results may also be used in a similar but different context.

### **3.11.10 Consistency**

Consistency in the context of databases means that data cannot be written in a way that violates the database's own rules for acceptable data. If any transaction tries to introduce inconsistent data, the user receives an error message and the entire transaction is reversed (Maree, 2015). To ensure consistency, the researcher established guidelines for the study's execution. The participants were told by the researcher how the process of collecting data was regularly controlled.

### **3.12 ETHICAL CONSIDERATIONS**

Clinton (2013) states that ethical consideration refers to the moral standards upheld when addressing a specific problem. Ethical consideration informs how information and client relationships should be treated. Maree (2015) emphasises that it is critical to draw attention to ethical issues related to the research while discussing ethical considerations. An essential ethical concern is protecting participant identities and the confidentiality of the study's conclusions and findings. Maree adds that this can entail obtaining letters of consent, approval for interviews, promising to delete audio recordings, and so forth. In this section, ethical issues pertaining to participants with regard to permission, confidentiality, participant rights, consent forms, anonymity, violation of privacy, harm prevention and fairness, as well as honesty and plagiarism, are discussed.



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#### **3.12.1 Permission**

Gaining access to participants or data is frequently required for permission and approval in social science research. To gain permission from potential study participants, the researcher must gain the cooperation of the gatekeepers for the data the researcher wants to access or the people he wants to speak with. This implies that before you can proceed with your research, you will need to obtain consent or authorisation from various organisations or agencies (Kelly & Cordeiro, 2020).

In this study, the researcher first requested permission in letters to the principals of a few chosen schools and to the Eastern Cape Province Department of Education in order to move forward with the research. The researcher filed a second letter, asking for permission from the district where the study was undertaken (Amathole West Education District), and was granted permission after receiving letters authorising him to continue with the research. Finally, and most crucially, the researcher sent a

letter outlining the study and humbly requesting chosen volunteers to take part. All of them agreed to participate.

### **3.12.2 Confidentiality**

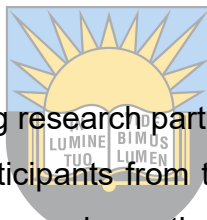
The handling of information in a private way is referred to as confidentiality. Brink (2021) defines confidentiality as the duty of the researcher to prevent the disclosure of any of the data that are gathered. The researcher in this study gave assurances that the information collected from participants would be kept private and used exclusively for research. The researcher did everything in his ability to protect the participants in the data gathering, placing the video recordings in a closed location to ensure their security before destroying them once the study was finished. The researcher gave the participants the assurance that the video recordings containing the data collection would only be accessible to the researcher. The participants' names and the names of the chosen schools will remain confidential.

### **3.12.3 Rights of participants**

White (2020) recommends allowing research participants to choose whether or not to take part in the research. The participants from the study voluntarily agreed to take part. They were informed that they may leave the interviews at any time without any penalty. The researcher also gave the participants the reassurance that their rights would be completely protected at every stage of the study's participation. The participants were informed that protecting the rights and welfare of those who volunteer to participate in research is a crucial aspect of ethical research.

### **3.12.4 Informed Consent**

In order to obtain informed consent, it was necessary to provide sufficient information regarding the investigation's goals and the protocols that were followed. Babbie, (2020) state that informed consent shows that participants' voluntary involvement in a research study must be based on their comprehension of the risks involved. The University of Fort Hare informed consent form was completed and signed by each participant as requested by the researcher. Each school's principal attested to these by signing and stamping them.



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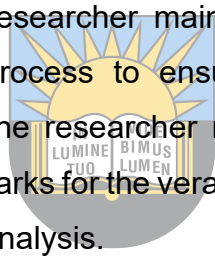
### **3.12.5 Anonymity**

Information provided in an anonymous manner protected the participants' privacy. According to De Vos *et al.*, (2011), no one, not even the researcher, should be able to identify any research site or participant after the study.

To protect participant identification, the researcher in this study employed codes rather than names to identify schools and participants and ensured that the identities of the participants were not included in the study. Furthermore, privacy was guaranteed since respondents completed questionnaire handed out by the researcher. The questionnaires were collected from each participant by the researcher.

### **3.12.6 Honesty**

The researcher ensured that the interviews were conducted with honesty and respect for the participants. The researcher guaranteed that agreements made prior to interviews were honoured. The researcher maintained their integrity and honesty throughout the data collection process to ensure that the study complied with international ethics standards. The researcher meticulously adhered to all ethical guidelines that function as benchmarks for the veracity and authenticity of the collected data and the corresponding data analysis.



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### **3.12.7 Violation of privacy**

Kelly and Cordeiro, (2020) points out that the concept of research subject privacy in ethics stipulates that every individual involved in studies involving human subjects has an entitlement to privacy. A few examples of typical situations include when a researcher conducting social research asks a research participant to participate in an interview or when a researcher for a clinical trial requests a participant's blood in order to determine whether there is a connection between something that can be measured in blood and a person's health. In both situations, the ideal result is that any participant can participate in the study and that nobody will ever be able to tell who they are because of the study's design, the researcher conducting it, and the publication of the findings (Kelly & Cordeiro, 2020).

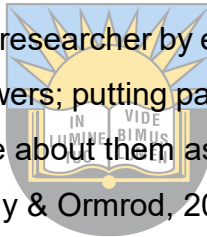
The researcher adhered to all the guidelines in research protocol while respecting a person's right to be free from illegal or unreasonable intrusion and exercising control over the manner, time, and scope of data collection. The researcher endeavoured to

guarantee that all parties involved in the research understood how participant data were handled, maintained, and disseminated.

### **3.12.8 Protection from harm, caring and fairness**

Leedy and Ormrod (2015) state that the researcher must take precautions to prevent participants from suffering unwarranted bodily or psychological injury. It is vital that the researcher is careful, courteous and demonstrates understanding with each and every participant throughout the study. In the event that participants need a debriefing after an interview for any reason, the researcher should either offer or make the appropriate referral to a qualified individual who can handle this kind of service.

In this study, the researcher stressed the importance of treating participants as autonomous agents capable of exercising their liberty to the fullest extent feasible, including the right to confidentiality and the expectation that personal information will remain private in order to safeguard them from damage. The possibility of harm to participants were minimised by the researcher by explaining that this study differs from a test, with no right and wrong answers; putting participants at ease by informing them that no judgements would be made about them as individuals, and the results will not in any way be linked to them (Leedy & Ormrod, 2015).



### **3.12.9 Voluntary participation**

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All of the above safety measures were explained to the participants, who also knew that their participation in the study was completely voluntary and that it was being conducted only for academic purposes.

### **3.12.10 Plagiarism**

Plagiarism needs to be prevented at all costs, since it is a great concern. Therefore, all references have been correctly acknowledged and listed throughout the research article.

### **3.13 Summary**

The research methodology and study methods were presented in this chapter. The main questions surrounding this investigation were investigated using a qualitative approach, and then a thorough explanation of the application of research methods was provided. The research methodology and research design were covered in order

to contextualise the research study appropriately. Detailed strategies for sampling were discussed. Data collection instrument/techniques, data collection procedure, data analysis, validity and reliability in qualitative research, and the outline for ethical consideration have also been included.

The collected data's analysis, presentation and interpretation are covered in the following chapter. The analytical approach, data coding and theme identification from the study's research questions are also covered in chapter four. Chapter four includes a discussion of the findings from the data collection instruments.



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## CHAPTER 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Introduction

In Chapter 3, the researcher mainly deliberated all aspects of methodology that were related to and had a significant bearing on this study. The presentation, analysis and interpretation of the gathered data are the primary topics of this chapter. The researcher presents the findings from the instruments used to collect the data. Interviews and document analysis served as the study's two primary methods of gathering data. To present the data, the researcher used verbatim quotes to support claims made by participants during the interview sessions.

As per the research sub-questions, the data is analysed, presented and discussed in the following order of precedence:

- i. What challenges do Economics teachers encounter when implementing a new economics curriculum?
- ii. What are the reasons why economics teachers are not involved in the curriculum change of Economics?
- iii. What support is offered by subject advisors to Economics teachers in implementation of economics curriculum change?
- iv. What strategies can be put in place to accommodate all teachers in discussions around curriculum change?

These findings were discussed according to the themes which are followed by the sub-themes that have been derived from the themes as illustrated below.

RESEARCH SITES AND PARTICIPANTS	CODES
School A: Teacher 1, Teacher 2, Teacher 3	T1, T2, T3,
School B: Teacher 1, Teacher 2, Teacher 3	T1, T2, T3,
School C: Teacher 1, Teacher 2, Teacher 3	T1, T2, T3,
School D: Teacher 1, Teacher 2, Teacher 3	T1, T2, T3
School E: Teacher 1, Teacher 2, Teacher 3	T1, T2, T3

Figure 1 the codes of the study participants

**4.2 Theme 1: Challenges Economics teachers encounter when implementing a new Economics curriculum.**

When the interviewees were responding to the question, it emerged that there are many factors that derail them from conducting their teaching and learning at their best levels.

#### **4.2.1 Lack of teaching and learning resources in schools**

When the interviewees were responding to the question of lack of teaching and learning resources in schools, it was revealed that some schools in the Amathole West Education district do not have sufficient resources to support their teaching and learning. The results indicated that the Eastern Cape Education Department is aware that most of the schools in the Eastern Cape lack teaching and learning resources; however, what has been done thus far, in terms of delivering the resources to schools has not sufficiently covered the needs of most schools. The curriculum designed for grade 10 – 12 requires learners to use at least 3 different textbooks and surf the internet for better understanding. However, most secondary schools in the Eastern Cape use only one textbook.



T1 School A:

*“Lack of textbooks has led to most of our learners not able to do their homework in time as they have to wait for other learners to finish using the textbook. Lack of resources has led to many teachers leaving the province to teach in other provinces, as a result learners fail and drop out of school. There are times where you try to make use of previous question papers but you will struggle with the photocopier machine because it does not have a toner.”*


According to Maarman, (2020) there are many factors that contribute to the performance of both the teachers and learners, and these include: scarcity of supplies, lack of proper training for teachers, using old fashioned instruction techniques, failure to plan properly and inadequate subject coverage. The unavailability of resources such as textbooks makes teachers and learners unable to perform at their highest levels for assessment purposes. Inadequate resources might make it more difficult for schools to adopt changes to the curriculum, such as the Economics curriculum, if they lack the tools, expertise and good administration. Particularly in rural areas, the majority of schools lack computer labs, skilled Economics teachers, and textbooks (Maarman, 2020). It is challenging to locate a school with an adequate number of classes and learning resources. The primary cause of curricular changes that have

an unintentional negative influence on Economics education in schools is a lack of resources (Maarman, 2020).

#### **4.2.2 Resistance to adapt to the new curriculum**

Participants' responses to this question revealed that, despite the new Economics curriculum's expectations that teachers' roles should change, some teachers appear to be resisting adopting a new approach to teaching and learning, especially those who have over 25 years of experience in the field. These teachers also lament the additional workload that the new Economics curriculum imposes. The study found that these teachers preferred a teaching style in which learners sat through class and listened as teachers delivered to them, sometimes resulting in memorisation and regurgitation of material. However, the researcher also found that some Economics teachers, particularly those who have recently entered the teaching profession, do not believe in passive learning and do not have a problem with the new Economics curriculum.

T2 School A:



*“The updated economics curriculum has more requirements and requires an excessive amount of administrative work, which interferes with our ability to teach and prepare lessons.”*

Ramparsad 2016 argues that much has changed in terms of teachers' roles, and teachers are required to adhere to the curriculum policy document and run lessons using the learner-centred technique. In a similar spirit, teachers must set aside time each quarter to prepare learners' files and portfolios for evaluation. Teachers find it difficult to transition from their previous function as knowledge transmitters since they are no longer doing so (Ramparsad, 2016).

T 3 f School A:

*“The new economics curriculum mandates that we utilise the internet to look for fresh knowledge and interact with others. However, some of us are not computer proficient, and we frequently become angry when we are required to use a computer to look for new information”*

T1 School B raised new arguments:

*“What we are familiar with and have been prepared for at the university level is the new teaching methodology. The new economics curriculum*

*served as the foundation for our preparation for the classroom. Based on what the learners have learned in class, The new economics curriculum aims to produce learners who act morally and in the best interests of society. The new curriculum enables you to assign learners to large topics so they can work in groups to complete multiple sections. Instead of being passive information receivers, this leads to a situation where learners are educating themselves”*

T2 School B:

*“The lesson plan created for the new economics curriculum encourages the teacher to constantly assess the learners' past knowledge while they participate in class discussions without providing any right or wrong responses. No student in my class is able to doze off while I am teaching because they are aware that they may be chosen at random when a question is put to the class. In terms of administration, I have my files prepared so that they are always ready when the department looks for proof of teaching and learning. However, as new teachers, we face a challenge because learners are not used to being in charge of their own education and they don't seem to be used to learner-centred methods. This is because most teachers have shifted to teacher-centred methods because learners are having trouble adjusting to the new approach.”*

A teaching approach where learners sit during the class and listen, with the teachers depositing information into their empty heads, often leads to memorisation, rote learning, and regurgitation of information by the learners which are not effective ways of learning. However, there are Economics teachers who do not believe in passive learning and they do not have a problem with the new Economics curriculum, especially those who have recently joined the teaching profession. “Chalk and talk” appear to be the most commonly used teaching method shown by existing data from the last few years. Passive learning is based on this traditional method of teaching (Maarman, 2020).

#### **4.3 Theme 2: Reasons Economics teachers are not involved in curriculum change**

When the interviewees were responding to the question of what could be the reason behind the exclusion of Economics teachers towards curriculum change of Economics, it emerged that there is a disregard or misrepresentation of teachers' views and opinions in discussion forums and, more concerningly, Economics teachers fear to be victimised.

##### **4.3.1 Fear to voice their opinions in discussion forums**

The results indicated that the Department of Basic Education and other institutions make use of people, experts or organisations who are qualified and approved as curriculum developers. These people or organisations then present their work to the DBE curriculum directorate and arrange consultation sessions with all stakeholders involved. During these consultations, teachers are represented by education experts from their recognised unions. Following this procedure, the Minister will receive the new curriculum for approval before it is published in the government gazette. When the Curriculum Policy Statement is published, the Department then organises orientation/training sessions where teachers are exposed to the new curriculum. Even at this stage, provincial training task teams are inclusive of Union representatives. The task of design and development of a new curriculum is given to the specialists and teachers are always represented by the Unions or Association. Teachers by profession are trained to implement the curriculum after they are exposed to it. However, the results indicated that the representatives are not clearly presenting the opinions and views as suggested by teachers.

T1 School E:

*“We do raise our voices and opinions on how the economics curriculum should be designed and developed. We interact with our subject advisor who represents us in discussion forums or committees with unions and other stakeholders. However, when the design and development of the curriculum is done and complete and then it is presented to us for implementation purposes, we do not feel that our opinions and suggestions were clearly represented in the finalisation of the curriculum and most of the teachers do not feel they were represented at all.”*

According to Ewing, Waugh, and Smith, (2021) teachers should always be encouraged to be proactive and fully participate when given the chance to present an overview and offer their suggestions for what should be covered in the curriculum. This process will allow them to voice their opinions and be assured that their ideas are taken into account when creating a new curriculum. Nonetheless, Ewing, Waugh, and Smith, (2021) persist in their contention that teachers become irate and perplexed when their suggestions and opinions are not given careful thought during the curriculum development process. When Economics teachers take ownership of the curriculum and are able to devise solutions for its challenges, the process of implementing the curriculum can be made more effective.

#### **4.3.2 Fear of victimisation**

The results indicated that a further barrier preventing Economics teachers from participating in the planning and development of a new Economics curriculum is the influence of politics or power systems in the educational system. The voices of the majority of Economics teachers in rural areas are suppressed by those in authority, who always focus on those who are benefiting from the system due to privileges such as attending urban schools and having unrestricted access to resources for conducting teaching and learning. Some teachers of Economics in rural areas believe that, because change is always channelled from the top to the bottom, there is little opportunity for them to communicate their actual classroom experiences from the setting in which they are working. Furthermore, based on the results, these teachers from rural areas have low self-esteem and worry about being targeted when they point out systemic flaws.

T2 School E:

*“Because we work in underprivileged schools in rural areas, our suggestions for changes and improvements to the economics curriculum are not taken seriously. This is because teaching in rural areas can be stigmatising because you are seen as someone who doesn't understand how certain things should be done because you come from a rural area. Now, this puts a burden on you because you might have many excellent suggestions for how to implement a curriculum in a school with limited resources, ideas that would work for both urban and rural schools, but because you know that your opinion might be*

*disregarded, you end up keeping your thoughts to yourself. Most of us simply accept things as they happen.”*

Tshiredo (2013) bases his argument on findings from previous literature, which shows that the Department of Basic Education's approach to changing the Economics curriculum is flawed in many ways. Specifically, he notes that when teachers are consulted about proposed changes to the curriculum, they never witness the changes they proposed coming to pass. This is owing to the perception that teachers are deficient in the skills and knowledge required to implement new curricula. As teachers are the ones teaching learners Economics, Tshiredo maintains, they are cognisant of the strengths and weaknesses that their learners possess. Other teachers would rather not be involved in the planning or design stages of a new Economics curriculum because they find it depressing and uninspiring when teacher opinions are rejected.

When the researcher was collecting data from Economics teachers on curriculum change, document analysis was also used to collect data.

#### **4.4 Theme 3: Support offered by subject advisors to Economics teachers in implementation of Economics curriculum change**

When the interviewees were responding to the question of what kind of support is offered by subject advisors to Economics teachers for successful implementation of Economics curriculum, it emerged that advisors on the subject matter step in to assist with the introduction of a new Economics curriculum. The categories and sub-themes listed below bolster this idea.

##### **4.4.1 Workshops and training for Economics teachers**

The results indicated that the subject advisor provides support to Economics teachers through workshops and training in order for them to effectively implement what is required by the new Economics curriculum.

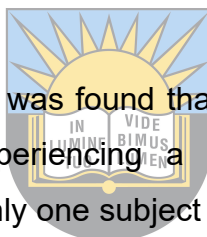
T3 School C:

*“The subject advisor offers assistance in implementing the economics curriculum. We receive Annual Teaching Plans (ATP), which are supplied by the subject advisor at the beginning of the year. After getting the ATP, we attend subject meetings led by the subject adviser where we talk about its contents and how to explain it to the learners. We also go over the dates and terms for*

*assessments. Additionally, we address issues in our workshops that are difficult for learners to understand. But the two days that are provided to us are not sufficient to understand everything. One needs a lot of time to analyse the new economics curriculum and come up with important questions that can help teachers while presenting the subject's material if they want to fully comprehend what is required of them.”*

T1 School D:

*“If we were given more than one subject advisor when we attend workshops and trainings, implementing the new economics curriculum would be simple. The subject adviser has too much administrative work to be working alone, so she is unable to concentrate on each of our unique challenges in class as we implement the new economics curriculum. When teaching economics, you might occasionally wonder if what you are doing is in line with the curricular requirements”*



Based on the research findings, it was found that the Amathole West District of the Department of Education is experiencing a shortage of subject advisors for Economics. As a result, there is only one subject advisor available for all commercial subjects (Economics, Business studies and Accounting), which places a great deal of stress on teachers and leaves them dissatisfied with having just one subject advisor.

The results also indicated that, in order for teachers to apply changes or developments in the Economics curriculum in a more efficient manner, they need to be provided with adequate time for training. It would also assist them in understanding what the curriculum planners expect from them. Additionally, two teachers from the same school contended that, in the future, there should be a longer period of time between the development of the curriculum and its implementation. This would allow curriculum developers to have adequate time to train them in the skills necessary to implement the Economics curriculum. In order to provide them with information that they can comprehend, they further stated that workshop facilitators needed to be highly qualified and trained. Furthermore, according to these teachers, this process can put them in a favourable situation where they can have better understanding of what is expected to implement changes effectively.

Winter (2016) is of the opinion that the work that is done by subject advisors involves too much administration and planning. Subject advisors also have to spend most of their time advising, supervising, supporting and encouraging teachers to do their best at all levels. Subject advisors effectively execute their objectives when they call teachers for workshops, training, conduct school visits and support meetings. Winter argues that such interactions are meant to develop teachers holistically through coming up with strategies that can be used in order to effectively implement the curriculum. The importance of these meetings requires enough time for training and development of teachers. Teachers should be given sufficient time to analyse and evaluate the work given to them by subject advisors. A subject advisor who is effective has a broader focus on teacher development; in other words, a good subject advisor looks ahead rather than backwards with regard to their teachers and concentrates on what can be done now than what was. Subject advisors ought to make an effort to provide constructive criticism to teachers in the capacity of a mentor rather than an assessor. They exhort teachers to assess their own work and make plans for personal development. (Winter, 2016).



Furthermore, according to the literature reviewed, Bishop (2014) suggests that, comprehending the theories underlying Economics curriculum reform could be pivotal in shaping curriculum reforms and creating educational initiatives that assess the efficacy of novel curriculum innovations. Bishop states further that, in order for subject advisors to effectively train teachers on any future developments in the curriculum, they must have a thorough understanding of any new changes to the Economics curriculum.

#### **4.4.2 Continuous monitoring and evaluation**

Based on the results, it was found that there are support structures that assist Economics teachers following workshops, and the goal of such an intervention is to define precisely the strategy that Economics teachers should use in order to apply the new curriculum successfully. However, the researcher also discovered that several Economics teachers were dissatisfied with the assistance they were receiving and the post-workshop services. The findings also showed that some teachers needed assistance to ensure that what they had learned in workshops was being put into practice. The above arguments are confirmed by the following interviewees:

T1 School D:

*“The subject advisor occasionally makes school visits to support us. The subject advisor typically brings videos and links to websites where we can access new learning materials.”*

T2 School D:

*“The subject advisor must monitor all the schools through school visits in order for improvements to the economics curriculum to be effective, not just a select few. Or even better, every school needs to have access to a skilled curriculum advisor who can provide direction when needed. The reason for this is that subject advisors are occasionally needed for urgent assistance, but due to their workload, it can be difficult for them to be available on time. Because of their hectic schedules and limited availability, we must go to their offices in order to seek assistance from them.”*

T3 School D:



*“Because we only have one subject advisor, the support we get from her is limited because of the workload she has. In the foreseeable future, it would be a good idea for the government to hire more personnel to oversee and support the economics curriculum. For the entire Amathole West District, there is only one economics subject advisor, and she also oversees the work done in accounting and business studies curriculums. She finds it challenging to focus on a single circuit or to visit all the schools. In order to track how the changes to the economics curriculum are affecting teaching and learning, there needs to be an increase in the number of subject advisors”*

Based on the research results, a probing element was the issue of having a shortage of subject advisors in Economics and little or no time to conduct monitoring and evaluation after the training and workshops. This makes it very evident that there are not sufficient human resources. According to the literature reviewed, Tshiredo (2013) argues that the problem of training and resources persists even in developed nations such as the United Kingdom. Tshiredo further states that a comparative analysis of the effects of changing the curriculum for Economics in other nations has shown that disparities based on location or region, a lack of subject advisors, teachers' knowledge and experience with the changes, appropriate teaching resources, and the unplanned

nature of in-service training, are all significant issues that must be taken seriously in order to implement the changes effectively.

#### **4.5 Theme: Four Strategies that can be put in place to accommodate all teachers in discussions around curriculum change**

When the interviewees were responding to the question of strategies that can be put in place to accommodate all teachers in discussions around curriculum change, it was discovered that there are certain strategies that can be used to accommodate all teachers in discussions around curriculum change. The sub-themes/categories below support this notion.

##### **4.5.1 Provide curriculum materials to read before implementation takes place**

Based on the findings, it was found that, since Economics teachers are always those who work on the curriculum and are in contact with learners on a regular basis, they find it essential that they be given the curriculum materials to read before any implementation takes place. This will enable them to improve their perceptions, opinions and recommendations. The findings also indicated that, when asking Economics teachers for recommendations after supplying them with curriculum material, it might be necessary to consider how their knowledge has evolved to accommodate changes in the curriculum. This could be a first step toward making the Economics curriculum successful. In addition, the study discovered that spending time understanding teacher perceptions may provide clues as to whether curriculum implementation will be successful or unsuccessful.

This notion is supported by Teacher 1 f School C:

*“We should be given access to the curriculum learning materials by curriculum developers, designers, and educational authorities so that we can read and value them. This will prompt us to make comments and offer our opinions on the best ways to present topics. Here, improving learners' knowledge and reducing the strain of learning are the main objectives.”*

T2 School B:

*“Teaching and learning should be seen as activities where everyone is free to express themselves and owns what they have to deliver; as a result, having the opportunity to voice your views and opinions on a learning resource that may be used for a new curriculum gives one the impression that they own the*

*curriculum and have control over it. The fact that we would be correcting or fixing from what we were a part of or made decisions on its creation and design, it can place us in a position where we can be able to come up with ideas and answers on how we can handle any barriers and challenges to teaching and learning.”*

When Economics teachers are encouraged to give their suggestions when supplied with curriculum material, it is essential to consider how teachers' knowledge and experience can be used to adapt to curriculum changes. This could be a first step towards the successful integration of Economics into the curriculum (Ramparsad, 2016).

T3 School B:

*“We must be given enough time to thoroughly review the teaching and learning materials so that we can plan the economics curriculum for the future and that can help us to be confident in the work that we do.”*

Ewing, Waugh, and Smith, (2021) state that certain topics on the Economics curriculum appear to be highly challenging for some learners and, for that reason, it is crucial that teachers should receive proper training for a new Economics curriculum development and be given enough time to come up with their own ideas and opinions. The need for a successful continuous professional development strategy that can handle both internal and external variables, as well as a strong awareness of and common aims for all current reform movements in Economics, must also be emphasised. Ewing, Waugh, and Smith further state that It is crucial that adequate time be allotted for a thorough comprehension of the shared objectives of all recent Economics reform movements and for the successful continuation of a professional development model that can address both internal and external factors and potentially lead to the achievement of Economics literacy.

#### **4.5.2 Economics curriculum change requires deep understanding of content**

Based on the findings, it was found that having teachers who are informed and conversant with the subject matter of economics is essential to the curriculum's successful implementation. The study discovered that a serious shortage exists in Economics teachers in many schools in the Eastern Cape, which leads to the subject being taught by teachers who are unfamiliar with its terminology and key principles.

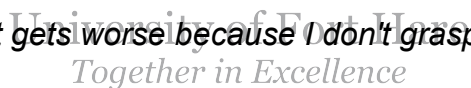
The process of analysing graphs frustrates and confuses some high school Economics teachers in the Amathole West District because some of were trained to teach business studies and accounting, not economics.

The above notion is confirmed by T1 School C:

*“I have been teaching accounting and business studies for the past 20 years, but the principal asked me to also teach economics for grades 10, 11 and 12 because our school doesn’t have an economics teacher. Due to my lack of knowledge background on the subject and occasionally inability to comprehend the requirements set forth by the economics curriculum, it becomes challenging for me to teach the subject.”*

T2 School C:

*“Even though my training was in business studies education, I was also required to take economics classes due to the high student enrolment and scarcity of economics teachers. I have trouble in understanding the graphs and it is always stressful to prepare for an economics class. As a result, I ask certain economics teachers from other schools to share their assessment tasks and marking guidelines with me. When I have to follow what is required by the curriculum it gets worse because I don’t grasp certain topics clearly.”*



According to Bishop (2014), teachers of Economics need to possess a strong foundation in critical thinking, reasoning, and mathematical problem-solving strategies. Economics is fundamentally about using numbers and graphs. The principles of analysis and calculation are essential to the study of Economics. Therefore, teachers who have a background in economics education, who are knowledgeable about the subject, have received the necessary training, and those who can successfully carry out the demands of a new curriculum should be the ones teaching Economics. When teaching others, one must have a certain amount of confidence, which comes from having a thorough understanding of the material being taught. Teachers who are required to teach Economics but have never received official training may find it difficult to transfer their lesser knowledge to learners who struggle with the subject. Teachers of Economics assist learners in gaining the necessary knowledge so that they can reason their way through common economics challenges (Bishop, 2014).

## **4.6 DOCUMENT ANALYSIS**

In the process of document analysis, the researcher discovered certain shortcomings, limitations and benefits of previous Economics curricula, including the one that is being used currently. The examination of these documents was to analyse how the previous Economics curricula were implemented. These documents were respectively discussed as follows:

### **4.6.1 Curriculum 2005**

The researcher discovered that the implementation of the Economics curriculum under Curriculum 2005 faced a number of difficulties, including societal pressures, a lack of funding, and the system's ability to accommodate both human and physical resources on time. The researcher is of the opinion that many of the challenges faced by the Economics curriculum's implementation process were caused by elements like the social change and policy development that occurred immediately after the 1994–1999 elections, which is where Curriculum 2005 had its emergence. The researcher also claims that the Economics curriculum under Curriculum 2005 was seen as a tool for educational change. This was the result of growing public pressure for noticeable change in all areas and the expectation that the democratically elected government produce outcomes to meet the demands of the populace. All of this contributed to the extreme stress and strain that Economics teachers and principals experienced in a wide range of educational contexts. It also contributed to the fact that the implementation of the Curriculum 2005 Economics curriculum was not always well-thought-out, adequately piloted, or resourced (C2005 Review Report, 2000). The researcher also discovered that in February 2000, Professor Kader Asmal, the then education minister, established a Ministerial Review Committee with the goal of recommending measures for implementing the Economics curriculum under Curriculum 2005, identifying the main success factors and tactics for bolstering the implementation of the new curriculum, outlining the new curriculum's structure, and assessing the degree of comprehension of outcomes-based education (C2005 Review Report 2000). Professor Kader Asmal received the report from the Review Committee on May 31, 2000.

The researcher also discovered that a number of the C2005 Review Committee's primary conclusions mentioned how difficult it was to implement the Economics

curriculum under Curriculum 2005 due to issues like uneven curriculum design and structure, a misalignment between the curriculum and assessment guidelines, insufficient teacher preparation, orientation and training, and inconsistently quality learning support materials that are rarely used in the classroom. Additionally, the study found that many Economics teachers in historically underprivileged schools left the teaching profession in search of better paid and less demanding positions.

#### **4.6.2 Outcome Based Education (OBE)**

When the researcher examined the outcomes-based education document, he discovered that the focus of the new Economics curriculum in South Africa after 1996 was on the shift from the conventional aims and objectives approach to outcomes-based education (OBE) and Curriculum 2005. The researcher also found that, in order for the nation to achieve its goal of becoming globally competitive, this paradigm shift was viewed as essential. Furthermore, the results demonstrated that defects in the South African education system were immediately apparent when it was subjected to an OBE examination. These included low levels of accountability, poor work ethics, a lack of support from the community and parents, inadequate oversight by educational authorities, and underperforming Economics teachers. The findings also showed that, in addition to the complicated structures of the OBE's Economics curriculum, the criticism of the subject's evaluation was very strong. The OBE curriculum was initially seen by Economics teachers as the product of a bureaucratically controlled curriculum development process. Teachers were confused and taken aback by the top-down management style, which raised questions about the OBE and C2005 curriculum's foundational educational principle of critical thought. The researcher also found that teachers' negative reactions and resistance to the important changes for assessment that OBE suggested for the Economics curriculum also played a significant role in this. It was difficult for teachers to strike a balance between class time and assessment and that influenced the resistance and unfavourable responses from teachers. The researcher also discovered that teachers of Economics had negative opinions of the OBE Economics curriculum and said that one of the main weaknesses was the absence of continual professional growth. The researcher found that merely informing Economics teachers they must alter their teaching strategies, without actually changing the process of setting outcomes and assessment criteria, was a counterproductive strategy. The researcher came to the conclusion after doing this

analysis that, in the absence of adequate preparation, teachers were forced to depend on their knowledge of and opinions about curricular documents, which is now known to be ineffective.

The researcher also came across another criticism: the Economics curriculum under OBE focused more on the political process, instead of guided curriculum development. The researcher observed that Labour's active involvement in the initial discussions regarding the curriculum led to accusations that bureaucrats, particularly foreign consultants, controlled the discourse at the expense of regional practitioners. The results were twofold: the involvement of Economics teachers in curriculum planning and development was reduced to a minimum, and the curriculum was written using esoteric terminology. The researcher's analysis further found that the OBE Economics curriculum drew further criticism for using ambiguous language for the teachers who are meant to teach it. This led to accusations that the policy is elitist and will have serious political repercussions for the government's initiative to address the problem.

The researcher's investigation went on to look at how the Economics curriculum for OBE was hurriedly implemented in schools with ill-prepared Economics teachers and insufficient resources. The researcher observed that the Economics curriculum under Curriculum 2005 served as an illustration of a bureaucratically driven process of curriculum reform. Important flaws of the Economics curriculum under OBE included an inflexible (regulated) framework, de-skilling of teachers, under-specification of content, and limited teacher participation in the conceptualisation process. The researcher discovered that, in order for the Economics curriculum's instructions to be effective, Economics teachers must be more knowledgeable than their learners, possess a sufficient understanding of the subject, be aware of the conceptual endpoint of the learning, and deliberately guide learners toward that endpoint. However, the researcher discovered through the investigation of the OBE Economics curriculum that there had not been any conceptualisation for the successful implementation of the Economics curriculum.

#### **4.6.3 Revised National Curriculum Statement (RNCS)**

When the researcher examined the Economics curriculum under the Revised National Curriculum Statement (RNCS), it became clear that, while there has been widespread support for its implementation under the RNCS, there has also been significant

criticism of a number of its implementation-related aspects. The RNCS Economics curriculum seemed to be causing teacher overload, uncertainty, stress and widespread underperformance in learners in both international and local tests. The government has made numerous attempts to address some of the problems with adopting the RNCS Economics curriculum, but some of these improvements did not provide the expected results, the researcher discovered.

Some of the challenges that were identified by the researcher in implementing the Economics curriculum under RNCS included:

- Documents containing curriculum policy and guidelines lacked clarity.
- There was inconsistent transition between phases and grades.
- It is challenging to conduct assessments, especially continual assessments.
- There was a lack of Resources for Teaching and Learning (LTSM), notably textbooks.
- Inadequate teacher training and assistance with curriculum implementation existed.



The study's findings demonstrated that there was insufficient systematic and cohesive theory of curriculum design in the RNCS Economics curriculum directly related to a recommended teaching strategy or a set of pedagogical principles that teachers would likely recognise and comprehend, given the subject's particular social and historical content. The researcher also discovered that the RNCS Economics curriculum was not one that the typical South African Economics teachers would find simple to apply. The findings from the analysis of the RNCS document also showed that a large number of Economics teachers and parents expressed frustration over their lack of understanding of the larger goals and objectives of education and the RNCS Economics curriculum, particularly as they related to South African learners. This was based on the underwhelming results of learners in national and international examinations, which created general mistrust of the educational system.

#### **4.6.4 Curriculum Assessment Policy Statement (CAPS)**

The Curriculum and Assessment Policy Statement (CAPS), which was examined by the researcher, is the present Economics curriculum. The study discovered that the primary and post-primary learning phases of the CAPS Economics curriculum strive

to guide or define the teaching, learning and evaluation process in the South African Education System. The researcher's analysis also showed that, under the CAPS curriculum, Economics teachers face a number of difficulties that restrict their ability to successfully implement the subject in South African schools. Among these difficulties are, inadequate resources for teaching and learning, a lack of regular professional development training for Economics teachers on the subject, and crowded classrooms. The researcher also discovered that the CAPS Economics curriculum has a great deal of content which learners are required to absorb. According to earlier studies, learners would not have enough time to build a strong foundation for the principles taught when a curriculum contains too much content. The researcher observed that a content-heavy curriculum causes learners to acquire knowledge about the subject matter only very briefly, which prevents the development of a firm foundation. In addition, the researcher's data show that Economics teachers often assign homework because they find it difficult to cover the vast quantity of content in class. The amount of homework that must be performed after school for learners just adds to their already excessive workload of tasks.

The study also discovered that the CAPS Economics curriculum was rigidly structured. Any professional initiative that Economics teachers may have had has been eliminated by the CAPS Economics curriculum. The findings showed that, because they must adhere to the rigid timetable of the curriculum, it is not possible for Economics teachers to review material or slow down the pace if needed, when learners are having difficulty understanding it. Many teachers believe that their creativity has been completely sapped by the CAPS Economics curriculum. Considering the amount of information that needs to be covered and the rapid pace set, they are barely covering the content, but they still try to make the lessons interesting and educational.

#### **4.7 Summary of the chapter**

This chapter focused mainly on presenting, analysing and interpreting the collected data. The analytical method, data coding and identification of themes were also presented in this chapter. An overview of the data collection tools' findings was also included. Interviews and document analysis served as the study's two primary methods of gathering data. Discussions under each theme were supported with direct quotations from participants. Chapter five will discuss findings emanating from the research results.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.1 Introduction

In the previous chapter document analysis and semi-structured interviews were the two instruments used by the researcher to collect the data that were presented. This chapter discusses the findings from the data collected in the instruments mentioned above.

A deductive approach was considered when clustering the codes. Four themes were developed from the research questions. They appear in this study in the same sequence as they are presented in the previous section of the study. This step by step sequence resembles a deductive approach.

#### 5.2 Challenges Economics teachers encounter when implementing a new curriculum

The researcher has found that the participant teachers are encountering different challenges emanating from where the school is located.

##### 5.2.1 Lack of teaching and learning resources in schools

In this study, the researcher discovered that, in order to support planned curricular changes, additional teaching and learning tools are required. However, this is not taking place, which has a detrimental effect on how the change is implemented.

In addition, Davis (2009) argues that with the prevailing opinion that teachers face difficulties implementing curriculum changes in schools without textbooks, teaching aids, computers for internet research, and a functional system of classrooms for teaching and learning. This is especially true of rural schools. Davis notes that teachers face challenges and frustrations because of the shortage of resources and lack of capacity to support curriculum changes, particularly if they are teaching in overcrowded classes. This result supported by Tshiredo's (2013) contention that, to implement any new Economics curriculum successfully, curriculum planners and developers must carefully examine the issue of resources and instructional materials. Tshiredo notes that the shortage of school resources related to the Economics

curriculum can be extremely upsetting for both teachers and learners because it fully prevents learners from learning possible and makes it difficult for teachers to carry out proper instruction. According to Mbarushimana and Allida (2017), it is critical to understand that not all schools are equipped to make changes to the same degree. These authors further disclose that South Africa has a propensity to ignore the country's diversity and order extensive, complex changes to systems that may or may not be prepared to handle them. Webb (2015) emphasises implementation flaws, including manageable time constraints for resource allocation as well as routine monitoring and evaluation which must also be considered. The researcher discovered that the Curriculum 2005 document, which is available in the schools, does not contain enough resources to support the suggested changes. Harley and Wedekind (2004) noted the same thing when they claimed that Curriculum 2005 had problems with inadequate resources and unrealistic timelines for implementation and routine monitoring. Harley and Wedekind point out that this document must be provided with the resources needed to support and implement the curriculum, such as teaching and learning materials and pace setters for use in the classroom. The researcher, however, discovered that the Revised National Curriculum Statement (RNCS) provided only a limited number of resources to promote curriculum change (Nundkoomar, 2016).

### **5.2.2 Resistance to adopt to the new curriculum**

The researcher discovered that many teachers are resisting adopting the new curriculum because they are not given the resources in order to carry out the planned changes in the curriculum. As a result, when they are asked to apply the change, they feel dissatisfied and perplexed. The findings of Wiles and Bondi (2014), who state that teachers must have a specific set of skills and knowledge in order to implement the Economics curriculum faithfully, are in agreement with this conclusion. Wiles and Bondi also point out that many Economics teachers are unreliable and unwilling to adapt. The authors state that many Economics teachers feel comfortable using their previous curriculum, methods and teaching strategies because they believe that there is less work for them to do and less ambiguity in the language used in the curriculum. Van Wyk (2021) contends that teachers need to have confidence in the direction and purpose of the resources they use in order to guarantee accurate implementation of the Economics curriculum. Van Wyk asserts that it is always crucial to identify factors that support or hinder teachers' effective implementation of a new Economics

curriculum in order to provide them with guidance in helping them with curriculum changes. Lumby, (2019) bolster this conclusion by highlighting that Economics teachers' voices need to be acknowledged to gain their acceptance of changes made to the curriculum. Teachers play a key role in determining whether an Economics curriculum is delivered consistently, effectively and efficaciously to support learners' progress and growth, and if they show resistance, learners' progress and growth will be negatively impacted. Tshiredo (2013) also supported this conclusion when she said that the Bill of Rights was another reason why Economics teachers were opposed to curriculum changes in the field.

Van Wyk (2021) contends that since the new curriculum's implementation, there have been regular revisions to the Economics curriculum, which have had a detrimental impact on Treasury's budget and, in turn, on the distribution of funding to schools. This finding, was also backed by the discovery in the documents review, which demonstrates that teachers' resistance to change is not a recent phenomenon because they already demonstrated it throughout the Bantu Education curriculum under the Apartheid administration (Nundkoomar, 2016).

### **5.3 Reasons Economics teachers are not involved in the curriculum change**

The researcher discovered that Economics teachers have their own reasons for not participating in curriculum change workshops. The researcher further found that some of the teachers they are afraid of being victimised by others once they voice what they think needs to be done within the subject.

#### **5.3.1 Fear to voice their opinions in discussion forums**

The study discovered that Economics teachers are reluctant to participate in curriculum discussions because they fear that their opinions will be misunderstood by other teachers, particularly lead teachers. Economics teachers fear that their suggestions and opinions are not clearly represented by the education experts and unions in discussion forums, which puts a demotivation factor amongst teachers when they do not see their ideas being documented in the finalisation of the curriculum. This result supports Boadzo's (2019) contention that, while Economics teachers are required to play a significant part in determining changes that are necessary in the subject, it is challenging to accomplish this process because some teachers are not free to express their opinions, especially when they are with other teachers. The

findings, however, contradict Bas and Senturk (2019), who noted that the process of curriculum renewal should not only take into account new concepts and strategies related to curriculum changes, but also how teachers can be most effectively involved in the process, rendering obsolete the outdated focus on the position of teachers as merely recipients. Bas and Senturk continue that this procedure should be handled with extreme caution after it has been initiated, because some teachers are reluctant to express their opinions in public. Teachers should first be workshopped on how the curriculum is administered and how they can contribute, according to Webb (2015). In keeping with his earlier claim, Webb maintains that since teachers are keenly attuned to the requirements of their learners, it is important to always listen to their recommendations and viewpoints precisely when making adjustments to the curriculum.

### **5.3.2 Fear of victimisation**

The researcher discovered that some Economics teachers are afraid of being victimised by people in positions of authority, leading them to believe that individuals in these positions make the final decisions about the development and design of a curriculum. This finding is supported by Kasuga's (2019) argument that, when it comes to curriculum design and development, educational authorities and political leaders favour a curriculum that safeguards and upholds the status quo of donors. External agencies use their financial and political clout to impose the kinds of values that should be included in the nation's Economics curriculum. Fullan (2022) also agrees with this result, stating that there are winners and losers based on one's ability to influence the adoption of curriculum change when people in authority determine what should be in the curriculum while ignoring the voices of teachers. According to Killen (2014), although Economics teachers, along with their learners, parents, and society as a whole, play important roles in educational matters, they have become people who have no say in terms of decision-making, planning, and suggestions on what should change in the development and planning of the curriculum. Instead, both educated and non-educated political leaders are using their positions to dominate the process.

## **5.4 Support offered by subject advisors to implement Economics curriculum change**

The researcher discovered that, even though certain teachers of Economics are finding it difficult to meet the demands of putting the curriculum into practice, subject advisors devise certain strategies aiming to assist teachers in the process.

### **5.4.1 Curriculum training and workshops for Economics teachers**

The researcher discovered that workshops are offered to assist Economics teachers in preparing for the changes that are being suggested; however, most teachers were complaining about the issue of having only one subject advisor with limited time on their hands, to the extent that some teachers do not attend the workshops and, as a result, they are finding it difficult to keep up with the changes. Kaput (2018), who noted that, as change is difficult to accept, the need for advisory services to support all stakeholders who might be impacted is crucial, also validated this finding. Additionally, these authors contend that any helpful assistance provided to Economics teachers should result in positive changes to the Economics curriculum. However, Plek (2015) observes that, since teachers are constantly told what to do, they do not trust themselves to be leaders in terms of changing the curriculum. As a result, some teachers constantly make excuses when they are required to play an important role in determining the changes. Plek further states that a new Economics curriculum necessitates a dedicated teacher to create the necessary materials on their own. This result clarifies Bishop's (2014) assertion that curriculum workshops should be encouraged so that teachers can learn more about the curriculum and develop their knowledge, abilities and experience in that subject. The information shown above supports Tshiredo's (2013) assertion that subject advisors and curriculum managers should spend more of their time educating Economics teachers about the curriculum through workshops and other forms of professional development. Tshiredo further notes that, for teachers to participate in training and develop the knowledge and abilities necessary to execute the curriculum more successfully, they must also be provided ample time to do so.

### **5.4.2 Monitoring and evaluating curriculum implementation**

It was found by the researcher that department officials do not continuously monitor and evaluate how well the teachers are doing with the curriculum revisions. The

researcher also discovered that there was no follow-up activity for checking curriculum implementation after participants left the sessions. Tshiredo (2013), who claimed that the problem of monitoring and evaluating the implementation of curricula remains a challenge, even in well-developed countries, also supports this conclusion. Tshiredo adds that subject advisors who are actively involved in their subjects and have a depth of understanding about managing and evaluating curriculum, are necessary for curriculum monitoring.

The researcher also discovered that there is a shortage of curriculum leaders with sufficient knowledge of what must be done when dealing with curriculum-related difficulties. This result supports Watt's (2018) contention that educational leaders should pay particular attention to moving beyond curriculum familiarity or compliance and towards curriculum depth, in terms of monitoring and assessment of the curriculum. A focus on curriculum depth necessitates different standards, resources and professional development than a focus on only curriculum conformance. This finding supports Boadzo's (2019) contention that it is unlikely that Economics teachers could develop fresh and deeper understanding of the Economics curriculum on their own and that they thus require support throughout the implementation process. Boaz further notes that curriculum managers should work closely with economics teachers to provide all support necessary to ensure the success of any changes.

## **5.5 Strategies to accommodate teachers in curriculum change discussions**

The researcher discovered that, even if teachers are not included in discussions of curriculum change, teachers feel that there are many ways to include them in the discussions and they would actively make use of those platforms.

### **5.5.1 Provide curriculum materials to read before implementation takes place**

When the researcher was conducting the study, it became clear that it was crucial to give teachers access to curriculum materials so they could become familiar with the changes being proposed before they were put into place. Ramparsad (2016) found that Economics teachers should first be given curriculum materials that they can thoroughly examine so that they may make recommendations on what should be included or not in the curriculum before it is implemented. This finding has also been supported by Ramparsad (2016), who persisted in his claim that, in order to ensure

effective involvement, teachers need to receive training in policy creation. Bishop (2014) notes that different tactics must be utilised to involve Economics teachers in curriculum modifications if curriculum developers want teachers to own and support a proposed change. Bishop's findings concurred with those of this study. Maarman (2020), on the other hand, disagrees with the conclusion that teachers should be involved in curricular changes because, in his view, this will necessitate extensive training on the side of the Department of Basic Education. Ramparsad continues by saying that teachers of Economics should be encouraged to offer ideas and express opinions regarding the development of policies. However, for good information to help guide policy decisions, this needs to be backed up by extensive training (Ramparsad, 2016).

### **5.5.2 Economics curriculum change require deep understanding of content**

This study discovered that Economics is a complex subject; hence, while implementing curricular change, teachers must possess specific subject-matter knowledge. The finding is corroborated by Maarman (2020), who notes that a teacher shortage in Economics is one of the obstacles to the success of changing the Economics curriculum. Some schools employ non-Economics specialists to teach the subject, which has a detrimental effect on the implementation of any changes to the subject. Maarman further maintains that when teachers are knowledgeable about the subject matter and have had training in it, they are able to impart knowledge to learners while also carrying out the curriculum's requirements, including making adjustments when proposed changes call for. Nomdo (2017) claims that the practice of assigning subjects to teachers who are unfamiliar with the material of a particular subject puts teachers in a disadvantageous situation, leading to teachers' lack of confidence and doubt in their abilities. When this occurs, the curriculum is not implemented properly, which would have a detrimental impact on student achievement. However, good teachers are essential to better learning because they are the ones who introduce the curriculum in the classroom and possess the greatest amount of teaching expertise (Bantwini, 2010).

The findings concurred with those of Mungadi and Rouhani (2020), who believe that in order to effectively teach Economics, one needs comprehend the Annual Teaching and Assessment Plan (ATAP) for each grade level, as well as the topic's content, and

interpret the CAPS document in a relevant way. The classroom culture of learning cannot be positively changed if a teacher lacks specialised expertise. The foundation of the CAPS Economics curriculum is the teaching of values, abilities and knowledge that are valuable to impart to learners of Economics in South African classrooms.

## **5.6 Summary of the Chapter**

This chapter's primary goal was to discuss the research findings in light of the study's aims and objectives. The themes and sub-themes/categories found in the preceding Chapter were used to organise the discussion of the findings. These findings were compared with literature reviewed and the theory underpinning the study. Chapter six presents the summary of the study, recommendations, and conclusions arrived at by the researcher.



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## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Introduction

In the preceding chapter, the researcher discussed the findings according to the aims and objectives of the study. The summary, suggestions and conclusions drawn from the study's research findings are provided in this chapter. The purpose of this research was to find out how teachers in the selected high schools in the Amatole West Education District in the Eastern Cape's felt about changes to the Economics curriculum. This chapter's conclusions are based on data collected from participants in the chosen Amathole West high schools. The researcher used interviews to collect data in order to capture the experiences, insights, emotions, feelings and thoughts of the Economics teachers. In order to gather background data and come up with fresh interview questions, the researcher also employed document analysis. The researcher aimed to gather comprehensive data regarding the opinions of Economics teachers regarding changes to the Economics curriculum.

#### 6.2 Summary of the Major Findings

This section outlines the main conclusions in accordance with the main themes that emerged, taking into account the research questions and the study's objectives. This section also provides an overview of the results on the challenges that Economics teachers encounter when implementing a new Economics curriculum, reasons behind the non-involvement of Economics teachers in curriculum change, support offered by Economics subject advisors in implementing the Economics curriculum, and the strategies that can be put in place to accommodate all teachers in discussions around curriculum change in the Amathole West Education District.

##### 6.2.1 Summary of major findings on challenges that Economics teachers encounter when implementing a new Economics curriculum

In this section the researcher was interested in finding out the challenges that Economics teachers encounter when implementing a new Economics curriculum. The outcomes of the study have shown that most participants were experiencing greater challenges in implementing a new Economics curriculum. On the other hand, it was revealed that there are participants who do not have challenges regarding

implementing a new Economics curriculum. The outcomes of the study showed that the issue of insufficient teaching and learning resources in schools makes it difficult to implement the new curriculum effectively. It was revealed that most teachers in the Amatole West Education District are experiencing stress and are finding it difficult to teach Economics because there are no textbooks, no computer labs to access the internet and no effective equipment to teach the subject. The study has shown that learners are not doing their homework because of the limited number of textbooks in which most of the activities are presented. The findings of the research also indicated that most schools in the Amathole West have overcrowded classrooms. It was revealed that overcrowded classrooms affect learners who are struggling and need extra attention; the result is that learning outcomes are not achieved as these learners get lower test scores and fail to make the grade. The overcrowded classrooms also lead to a chaotic environment that is more difficult for the teacher to manage.

Moreover, the findings of the research also indicated that even previous curriculums did not have enough resources to support curriculum implementation. The findings also revealed that the resistance of Economics teachers to adapt to the new curriculum was a challenge in curriculum implementation. The study has also shown that certain teachers preferred their old methods of teaching because implementing a new curriculum would result in work overload, language ambiguity and frustrations. Participants raised arguments that the implementation of the new curriculum becomes very difficult with regard to the new generation of learners they teach because they have many rights to exercise in their discretion. The findings from document analysis revealed that the challenge of implementing the Economics curriculum is not new. It was revealed that teachers in the past refused to accept the Bantu Education curriculum which was used by the apartheid government, since it infringed the rights of black teachers and learners. The outcomes of the research also show that some Economics teachers did not have a challenge in implementing the new Economics curriculum, especially those teachers who graduated in the last five years in teaching. It was revealed that, the new curriculum allows them to assign extended topics to their learners so that they can work in groups. According to the study, another difficulty faced by Economics teachers is that learners are not used to taking charge of their own education and do not seem to be accustomed to learner-centred methods because their former teachers employed teacher-centred methods, which makes it

difficult for learners to adjust to the new approach that is mandated by the new curriculum.

### **6.2.2 Summary of major findings on why Economics teachers are not involved in the curriculum change of Economics**

The researcher's goal in this section was to determine why Economics teachers are not participating in the Economics curriculum change. The findings of the research indicated that the participant teachers have their own reasons why they are not involved in the curriculum change of Economics. The results of the study have shown that teachers are not involved in curriculum change of Economics because they fear that their opinions are not considered or taken seriously in discussion forums held regarding the curriculum. The research has shown that the Education Department makes use of experts and unions as representatives of teachers for curriculum change in discussion forums; however, teachers feel they are misrepresented by these experts because they do not see the suggestions they made when the curriculum is finalised. The findings of the research indicate that the representatives are not clearly presenting the ideas that were suggested by teachers. Moreover, the result of the research show that the issue of misrepresentation by selected representatives brings frustrations and confusion to teachers because they feel they do not own the curriculum and that their inputs are not considered. Furthermore, the results of the research also reveal that some Economics teachers do not voice their opinions because they are not free to express themselves when they associate with other teachers, as they have fears of being misunderstood and judged. The results have shown that these fears make it difficult for education leaders to know about teacher experiences and suggestions on curriculum change.

The outcomes of the research also indicated that Economics teachers have a fear of being victimised by education authorities and people with political power. The results revealed that external agents utilise their financial and political power to enforce the kinds of principles that those agents expect to be taught in the country's curricula. Furthermore, the findings of the research have also shown that the voices of most rural Economics teachers are silenced by the power structure, which is always focusing on those who benefit from the system because they have privileges of attending private, urban schools and having unlimited access to teaching and learning resources. The results from the study also discovered that some rural Economics

teachers feel that there is little chance for them to share their real classroom experiences from the context in which they are working because change is always directed from the top-down approach. The results also showed that these teachers from rural areas have low self-esteem and fear reprisals for calling attention to systemic problems.

### **6.2.3 Summary of major findings on how Economics subject advisors support teachers in the implementation of Economics curriculum change**

In this section the researcher was intrigued in finding out what support subject advisors offer to Economics teachers in implementing the Economics curriculum. The study found that subject advisors provide an intervention designed to facilitate the application of a new Economics curriculum. Subject advisors provide workshops and training to Economics teachers. The main reason for holding workshops is to capacitate and develop the teachers so that they can effectively implement the curriculum. The subject advisor provides Economics teachers with Annual Teaching Plans at the beginning of the year. Economics teachers participate in topic meetings facilitated by the subject adviser, during which they discuss the material and how best to present it to the learners. It was shown that teachers discuss the deadlines, terms for evaluations and also cover topics that are challenging for learners to comprehend. However, the findings also revealed that some teachers are not able to attend these workshops because they complain about the minimal and rushed time that is given to participate in the workshop. The findings have also shown that there is a shortage of Economics subject advisors in the Department of Education's Amathole West District. Consequently, all commercial subjects (Accounting, Business studies and Economics) have only one subject advisor available, which causes teachers a lot of stress and leaves them unhappy with having only one subject advisor. The time they are given in workshops to acquire knowledge and new information about a new curriculum is insufficient, and the result is that they do not grasp everything with full understanding. However, the findings of the research have also indicated that teachers are receiving continuous monitoring and evaluation after workshops and training. The subject advisor occasionally visits the schools to provide support to teachers by giving them educational resources and website links. However, some participant teachers complained about the limited support they receive from the subject advisor because of her workload.

#### **6.2.4 Summary of major findings on the strategies that can be put in place to accommodate all teachers in discussions around curriculum change**

In this section the researcher was concerned about discovering the strategies that can be put in place to accommodate all teachers in discussions around curriculum change. The findings of the study have shown that curriculum developers and education authorities should give Economics teachers curriculum material to read before implementing the curriculum in order to enhance teachers' perceptions, ideas and teacher development. Teachers will be encouraged to remark and share their thoughts on the most effective ways to present the subject of Economics when they read the curriculum material. It was revealed that the major goals are to increase learners' knowledge by sparking their enthusiasm for learning and lessen the burden of increased administration for teachers. Another important factor that was revealed in the study was that Economics teachers should be given enough time to examine the teaching and learning resources, as such an action will boost the confidence in the work that teachers do. Furthermore, the findings of the research also indicated that it is important that teachers must be trained in policy creation in order to guarantee effective involvement. If curriculum developers want Economics teachers to own and support proposed curriculum changes, they must use different strategies to include them in the curriculum.

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The findings of the research have also shown that there is a significant lack of Economics teachers in many Eastern Cape schools, resulting in the teaching of the subject by teachers who are not familiar with its terminology and fundamental ideas. The findings reveal that some of the Amathole West District high schools Economics teachers are confused and frustrated by the process of graph analysis because they were never trained to teach Economics. The process of using teachers who are not specialists in Economics negatively impacts the adoption of any curriculum change. The subject of Economics should be taught by teachers who have a deep content understanding of the subject. The subject of Economics requires teachers with an educational background in Economics and qualifications to teach the subject. The findings revealed that teachers who possess both subject-matter expertise and training are far better equipped to teach learners while fulfilling curriculum requirements, which includes adapting as needed in response to suggested changes. The findings revealed that the practice of assigning Economics to teachers who are

not familiar with the subject matter places teachers in a disadvantageous position and causes them to doubt their own abilities.

### **6.3 Conclusions**

The main aim of the study was to explore Economics teachers' perceptions of Economics curriculum changes in selected high schools in the Education District of Amathole West, Eastern Cape. This aim has been achieved. The study has been aligned with the current debate about the participation of teacher in curriculum change. Theoretical aspects of curriculum changes were discussed. The study reveals that the implementation of curriculum change is confronted with many challenges, and these challenges need to be addressed and solutions put in place as a matter of urgency. However, it is important to reveal that the process of changing the curriculum forces teachers to engage in education programmes that are concerned with continuous learning for their personal development and thereby to accept and adapt to any curriculum changes that may arise. It is imperative to note that new knowledge and teaching strategies would assist in teaching through coming up with new ways of learning. Teachers should be provided with curriculum material that they can read and understand before implementing any curriculum changes. Teachers must be involved in the decision-making process when it comes to curriculum design and development because they are the ones who will be putting the curriculum into practice.

### **6.4 Contribution to the body of knowledge**

This study has contributed tremendously in unearthed the forgotten challenges that teachers are still facing in the teaching of economics in South Africa. Moreover, the study has recommended solutions to address the identified challenges so that teaching of economics in the 21<sup>st</sup> century can meet international standards as economics plays a pivotal role in the nations building which starts from the types of learners a country is producing. This study has extended the boundaries of teaching economics since it is the first study to be conducted in Amathole West Education District which is mostly dominated by teachers and learners whose voice is mostly not considered in the decision making since it is a rural area of Amathole West. However, the changes and their implementation does chose the context to negatively affect.

## 6.5 Recommendations

The study's recommendations are presented in this section. The research questions and findings are taken into consideration when presenting the recommendations.

- The researcher recommends that, for a successful implementation of the economics curriculum, it is important that the issue of teaching and learning resources should be considered. Resources and instructional materials must be a critical topic that curriculum planners and developers should thoroughly consider when changing the curriculum. It is important that schools should be provided with textbooks, teaching aids, computer labs for internet research and adequate classrooms for teaching and learning. The Education Department in the Amathole West Education District should invest in building more classrooms in order to avoid the issue of overcrowded classrooms, which disrupts learning and results in learners losing focus in class.
- It is important that Economics teachers should not resist adopting a new curriculum. Teachers are advised to engage in continuous learning and development in order to embrace and explore new opportunities that are presented by a new curriculum. We are living in a dynamic and evolving society, and learners will continue to be exposed to many societal challenges that need them to critically analyse and solve problems. Therefore, teachers should not feel demotivated and stressed because they are required to use a new curriculum. A new curriculum is meant to respond to the challenges that are facing the world, the country and the society. It is also recommended that learners should work closely with their teachers without feeling they are being punished when they are given too much work. It is also important that they should know that their rights are interrelated with their responsibilities. A healthy relationship between teachers and learners will result in effective curriculum implementation.
- The researcher recommends that Economics teachers should not fear to voice their opinions in curriculum discussion forums. Teachers should express their opinions and views on curriculum change without fears of being judged and discriminated against. It is important that people who are leading the discussion forums should clearly state that all teachers' opinions will be treated with respect and integrity and if there are any misunderstandings they must be clarified. It is also important that education experts and unions should clearly represent the

views and opinions of teachers in discussion forums. Further, teachers should willingly participate in workshops on how the curriculum is administered and how they can contribute.

- It is recommended that the development of the curriculum should not favour those with political power or certain status in the country, but should cater for all the needs of those involved and affected. No teacher should be discriminated against or victimised because they do not have political power or because they are from poor rural areas with schools that do not have resources.
- The researcher recommends that subject advisors should assist Economics teachers by continuously providing curriculum training and workshops for professional development. It is further recommended that subject advisors and curriculum managers should dedicate most of their time to providing Economics teachers with curriculum assistance through school visits and other professional development opportunities. It is also important that teachers should be given sufficient time to complete the training and gain the skills necessary to carry out the curriculum more successfully. Regular training will help teachers to know how to implement the curriculum and what strategies they can use to overcome curriculum challenges. It is also recommended that the Amathole West District should employ more subject advisors since the current subject advisor has too much administrative work and she has to assist all the schools in the district.
- It is recommended that subject advisors should conduct continuous monitoring and evaluations after the workshops and training. Regular monitoring and evaluation enables subject advisors to provide guidance so that teachers do not feel alone and stressed when they have to implement the curriculum.
- It is recommended that curriculum materials should be given to Economics teachers before implementation takes place. Available curriculum materials empower the teachers and they will feel they are in control of the curriculum. This will also encourage them to share their thoughts on the most effective ways to present the material. Here, the major goals are to increase learners' knowledge and give learners enthusiasm to acquire new understanding. It is essential to consider the power of using teachers' knowledge and expertise to suit curriculum changes by inviting suggestions from Economics teachers when providing curriculum material. This could provide a solid foundation for implementing Economics curricula.

- It is also important that the subject of Economics should be taught by teachers who have a deep understanding of the content of the subject. It is advisable that Economics teachers have the required educational background and qualifications to teach Economics. The subject of Economics should not be taught by teachers who do not have the necessary expertise to teach it.

## **6.6 Recommendations for future research**

The aim of the study has been accomplished, to explore Economics teachers' perceptions of economics curriculum changes in the selected high schools of Amatole West Education District. The following suggestion is proposed:

A similar study in other districts and provinces is necessary to determine the perceptions of Economics teachers around curriculum change. This would help to cement the findings of this study and bring some urgency to the required changes to be made. Regarding the study's limitations, it has been previously mentioned that it was restricted to a single district within the Eastern Cape Province. To enable broader generalisation of the findings, future researchers are encouraged to compare the opinions of Economics teachers regarding the change in the Economics curriculum in the Eastern Cape Province's Amathole East District with those of other provinces, as this study lacked any comparable dimensions. Researchers may also examine the degree of assistance provided to Economics teachers by the Department of Basic Education in implementing curriculum changes in classrooms. More research should also be done on curriculum changes of Economics. Future research should consider a national study using a survey method that would involve the perceptions of Economics teachers on Economics curriculum change in all nine provinces of South Africa.

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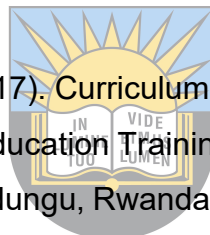
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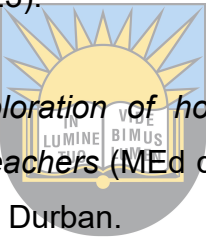
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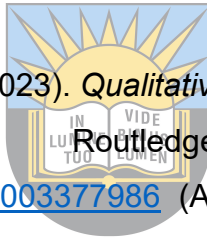
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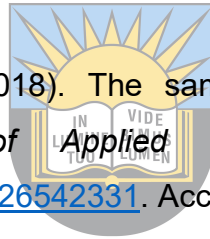
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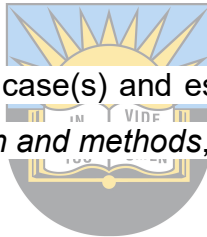
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## Appendix A: Ethical Clearance Certificate



**University of Fort Hare**  
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### **ETHICS CLEARANCE REC-270710-028-RA Level 01**

Project Number: SKH011SNKA01

Project title: **Economics teachers' perceptions of economics curriculum changes in the selected High Schools of Amatole West Education District.**

Qualification: Masters in Education

Student name: Asanda Nkalitshana

Registration number 201013143

Supervisor: Dr M Skhephe

Department: Education

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby grant ethics approval for SKH011SNKA01. This approval is valid for 12 months from the date of approval. Renewal of approval must be applied for BEFORE termination of this approval period. Renewal is subject to receipt of a satisfactory progress report. The approval covers the undertakings contained in the abovementioned project and research instrument(s). The research may commence as from the 28/06/21, using the reference number indicated above.

Note that should any other instruments be required or amendments become necessary, these require separate authorisation. Please note that UREC must be informed immediately of

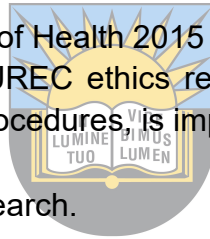
- Any material changes in the conditions or undertakings mentioned in the document;
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The student must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

UREC retains the right to

- Withdraw or amend this approval if, any unethical principal or practices are revealed or suspected; Relevant information has been withheld or misrepresented; Regulatory changes of whatsoever nature so require; The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.

Your compliance with Department of Health 2015 guidelines and any other applicable regulatory instruments and with UREC ethics requirements as contained in UREC policies and standard operating procedures is implied.



UREC wishes you well in your research.

University of Fort Hare  
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Yours sincerely

**Dr N Taole-Mjimba**  
**Chairperson: University Research Ethics Committee 13**  
August 2021

**Appendix B: Letter to the Provincial office (Department of Education) to collect data**

2098 Ndzima Street  
Tinis Location  
Fort Beaufort  
5720  
01 September 2021

Department of Basic Education  
King Williams Town  
5608  
Dear Sir / Madam

**Re: Request for permission to collect data**

My name is Nkalitshana Asanda doing Masters in Education from the University of Fort Hare, and my student number is 201013143. I am conducting a research in order to meet the minimum requirements for the degree of Masters in Education. The topic for my research is: Exploring Economics teachers' perceptions of Economics curriculum changes in the selected high schools of Amathole West Education District.

The objectives of my research are to explore challenges economics teachers encounter when implementing a new economics curriculum and also to determine strategies that can be put in place to accommodate all teachers in discussions around curriculum change. Furthermore, the study seeks to investigate economics subject advisors support offered in implementing economics curriculum. Apart from that, the study also seeks to examine why economics teachers are not involved in the curriculum change of economics.

The reason for my letter is to request for permission to collect data in the selected high schools of Amathole West Education District. When the permission is granted, it is hoped that the results of the study might assist curriculum developers to improve the structure and design of the curriculum, thereby ensuring its subsequent adoption and effective implementation. Moreover, the results of the study may also assist economics subject advisors in gaining an insight into the appropriate methods and strategies which economics teachers employ in the classroom.

I wish my request of collecting data could be considered favourable.

Yours Sincerely

Nkalitshana Asanda

## Appendix C: Adhering to Covid 19 regulations Letter

2098 Ndzima Street  
Tinis Location  
Fort Beaufort  
5720  
01 September 2021

Department of Basic Education  
King Williams Town  
5608

Dear Sir / Madam

### Re: Adhering to covid 19 regulations

My name is Nkalitshana Asanda doing Masters in Education from the University of Fort Hare, and my student number is 201013143. I am conducting a research in order to meet the minimum requirements for the degree of Masters in Education. The reason for my letter is to request permission to collect data under the pandemic of covid19.

Practising safety precautions when collecting data is one of the principles of research. Our country and the world has been greatly affected by covid19 such that many people have lost their lives because of the virus. The researcher clearly understands the danger of the virus and intends to protect all the participants involved. In order to prevent the virus, the researcher will call the participants first to check their availability and wellbeing because in these days people have flue such that when they are sick they do not want to meet people. The researcher will collect data after school hours to avoid meeting many people at the school. This will be done at a convenient time and place of the participant. Before starting the interviews, both the researcher and participants will be wearing masks, covering both their mouth and nose. The researcher will also carry a sanitizer to clean hands and the surface area where they will work.

I wish to guarantee that when collecting data of this research all covid19 regulations will be observed and obeyed.

Kind regards

Nkalitshana Asanda

## Appendix D: Permission granted to collect data letter



Province of the  
**EASTERN CAPE**  
EDUCATION

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**CORPORATE PLANNING, MONITORING, POLICY AND RESEARCH COORDINATION**  
Steve Vukile Tshwete Complex, Zone 6 Zwelitsha, 5608, Private Bag X0032, Bhisho, 5605 REPUBLIC OF SOUTH AFRICA:  
Enquiries: Ms. F. Pakade Tel: 040 608 4537/4353 . Fax :040 608 4372. Email: [fundiswa.pakade@ecdoe.gov.za](mailto:fundiswa.pakade@ecdoe.gov.za)  
Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za) Date: 05 October 2021

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Mr. Asanda Nkalitshana  
2098 Ndzima Street  
Tinis Location  
**Fort Beaufort**  
5720

Dear Mr. Nkalitshana

### **PERMISSION TO UNDERTAKE A MASTERS RESEARCH: ECONOMICS TEACHERS' PERCEPTIONS OF ECONOMICS CURRICULUM CHANGES IN THE SELECTED HIGH SCHOOLS OF AMATHOLE WEST EDUCATION DISTRICT**

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1. Your application to conduct the above-mentioned research involving 15 Economics teachers, three teachers from each of the five selected high schools under the jurisdiction of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
  - a. there will be no financial implications for the Department;
  - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
  - c. no minors will participate without the consent from the parent/guardian;
  - d. it is not going to interrupt educators' time and task;
  - e. the research may not be conducted during official contact time;
  - f. no physical contact with educators and learners, only virtual means of communication should be used and that should be arranged and agreed upon in writing with the Principal and the affected teacher/s;
  - g. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
  - h. you will make all the arrangements concerning your research;



- i. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Corporate Strategy Management;
  - j. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis;
  - k. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary;
  - l. you are requested to provide the above to the Chief Director: Corporate Strategy Management upon completion of your research;
  - m. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you;
  - n. you comply with your ethical undertaking (commitment form);
  - o. You submit on a six-monthly basis, from the date of permission of the research, concise reports to the Chief Director: Corporate Strategy Management.
2. The Department reserves a right to withdraw the permission should there be non-compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE and/or legal requirements to do so.
  3. The Department will publish the completed Research on its website.
  4. The Department wishes you well in your undertaking. You can contact the Mrs. Fundiswa Pakade on the numbers indicated in the letterhead or email [fundiswa.pakade@ecdoe.gov.za](mailto:fundiswa.pakade@ecdoe.gov.za) should you need any assistance.

**T MASOEU**

**CHIEF DIRECTOR: CORPORATE STRATEGY MANAGEMENT**

**FOR SUPERINTENDENT-GENERAL: EDUCATION**

**Appendix E: Letter to the District office of Department of Education to collect data**

2098 Ndzima Street  
Tinis Location  
Fort Beaufort  
5720  
01 September 2021

Cape College of Education  
Amathole West Education District  
Healdtown Road  
Fort Beaufort  
5720



Dear Sir / Madam

**Re: Request for permission to collect data**

My name is Nkalitshana Asanda doing Masters in Education from the University of Fort Hare, and my student number is 201013143. I am conducting a research in order to meet the minimum requirements for the degree of Masters in Education. The topic for my research is: Exploring Economics teachers' perceptions of Economics curriculum changes in the selected high schools of Amathole West Education District.

The objectives of my research are to explore challenges economics teachers encounter when implementing a new economics curriculum and also to determine strategies that can be put in place to accommodate all teachers in discussions around curriculum change. Furthermore, the study seeks to investigate economics subject advisors support offered in implementing economics curriculum. Apart from that, the study also seeks to examine why economics teachers are not involved in the curriculum change of economics.

The reason for my letter is to request for permission to collect data in the following high Schools: Sakhululeka, Thubalethu, Lindani, Jabavu and Mgcangathelo. In this letter I have attached two letters of approval from the Department of Basic Education

(Provincial Office) and also from the University of Fort Hare, respectively. If the District grants me permission to collect data in the above mentioned High Schools, it is hoped that the results of the study might assist curriculum developers to improve the structure and design of the curriculum, thereby ensuring its subsequent adoption and effective implementation.

I wish my request of collecting data in Amathole West selected high schools could be considered favourable.

Yours Sincerely

Nkalitshana Asanda

071 222 9438

ankalitshana9@gmail.com



University of Fort Hare  
*Together in Excellence*

## Appendix F: Permission to collect data from public schools



Province of the  
**EASTERN CAPE**  
EDUCATION

OFFICE OF THE DISTRICT DIRECTOR: AMATHOLE WEST DISTRICT

CAPE COLLEGE BUILDING \* Healdtown Road \* Fort Beaufort \* Private Bag X2041\* FORT BEAUFORT \* 5720 \* REPUBLIC OF SOUTH AFRICA \* Tel: +27 46 645 7802 Fax: +086 724 6373 \* Website [thembela.ndzandze@gmail.com](mailto:thembela.ndzandze@gmail.com)

14 October 2021

### TO WHOM IT MAY CONCERN

Dear Sir /Madam

This serves to inform you that the bearer of this letter Mr Asanda Nkalitshana (S/N 201013143) had been given permission to use our institutions of learning as sites to conduct her research. The title of her research is: **“Exploring Economic teachers ‘perceptions of Economics curriculumchanges in the selected high schools of Amathole west District.**

He is pursuing his Masters in Education at University of Fort Hare. It is hoped that he will favour us with his findings as soon as he had concluded his studies.

Your cooperation regarding the matter will at all times be highly appreciated.

Yours in Education

**District Director – Amathole West District**



building blocks for growth

## Appendix G: Research instruments

- What challenges do Economics teachers encounter when implementing a new Economics curriculum?

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- What are the strategies that can be put in place to accommodate all teachers in discussions around curriculum change?

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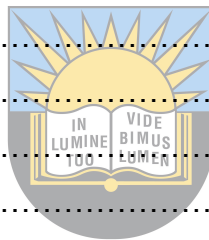
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*Together in Excellence*

- How do Economics subject advisors support teachers in implementing of Economics curriculum change?

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- Why are Economics teachers not involved in the curriculum change of economics?

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## Appendix H : Field questions

- Why do Economics teachers encounter challenges when implementing a new Economics curriculum?
- Why is it important to accommodate all teachers in discussions of curriculum change?
- To what extent do Economics subject advisors support teachers in implementing of Economics curriculum change?
- How can Economics teachers be involved in the curriculum change?



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*Together in Excellence*

## Appendix I: Interview consent for respondents



University of Fort Hare  
*Together in Excellence*

My name is Nkalitshana Asanda doing Masters in Education from the University of Fort Hare, and my student number is 201013143. I am conducting a research in order to meet the minimum requirements for the degree of Masters in Education. The topic for my research is: Exploring Economics teachers' perceptions of Economics curriculum changes in the selected high schools of Amathole West Education District in the Eastern Cape, South Africa.

The objectives of my research are to explore challenges economics teachers encounter when implementing a new economics curriculum and also to determine strategies that can be put in place to accommodate all teachers in discussions around curriculum change. Furthermore, the study seeks to investigate economics subject advisors support offered in implementing economics curriculum. Apart from that, the study also seeks to examine why economics teachers are not involved in the curriculum change of economics.

I humbly request permission to collect data in the following high Schools: Sakhululeka, Thubalethu, Lindani, Jabavu and Mngcangathelo. Data will only be collected from teachers who are teaching economics. Permission is sought to perform the following research activities:

- Administer the Interview Schedule in the five selected high schools using a sample of 15 economics teachers, three teachers in a school.
- Access and analyse documents like Economics CAPS policy document, RNCS, OBE and Curriculum 2005, or any other relevant documents.

Participation in the study is voluntary and confidentiality will always be upheld. This study is conducted under strict ethical codes to protect the rights and interests of the participants and the schools in the district in general. The information generated from this study will be used for academic purposes.

If you need further clarity for this study, you can contact my Supervisor Dr. M. Skhephe on 018 299 4338 or email: [mk.skhephe@nwu.ac.za](mailto:mk.skhephe@nwu.ac.za)

**INFORMED CONSENT**

I hereby agree to participate in research on exploring economics teachers' perceptions of economics curriculum changes in the selected high schools of Amathole West Education District. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue, and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire and that my answers will remain confidential.



I understand that if possible, feedback will be given to my community on the results of the completed research.

University of Fort Hare

Signature of participant:.....*Together in Excellence* Date:.....

## Appendix J: Proof of editing certificate

10 DECEMBER 2023  
CAPE TOWN

I herewith declare that I have proofread and edited the accompanying thesis for the degree of Master of Education, titled:

### **Economics teachers' perceptions of Economics curriculum changes in the selected high schools of Amathole West Education District**

**By**

**Nkalitshana Asanda**

201013143



I trust that the alterations I have suggested have been implemented where applicable.

University of Fort Hare  
*Together in Excellence*

(MRS) JANIS CLAIRE VAN TONDER  
CELL 0837756445  
TEACHER- LIBRARIAN (Retired December 2019)

B.A. HED (ENGLISH, HISTORY)  
UNIVERSITY OF NATAL, DURBAN (1974)  
SPECIAL DIPLOMA IN EDUCATION (SCHOOL LIBRARY AND MEDIA SCIENCE)  
EDGEWOOD COLLEGE OF EDUCATION, DURBAN (1991)  
ENGLISH AND HISTORY TEACHER (HIGH SCHOOL) AND HOD (LIBRARY) 1975-1996  
(PINETOWN BOYS' HIGH SCHOOL, DURBAN  
KLOOF HIGH SCHOOL, DURBAN)  
HEAD LIBRARIAN (BISHOPS DIOCESAN COLLEGE, CAPE TOWN) 1997-2012  
SCHOOL LIBRARIAN, MASERU PREP, MASERU, LESOTHO, 2013-2014  
TEACHER-LIBRARIAN, INTERNATIONAL SCHOOL OF CAPE TOWN, 2014-2019  
EDITOR/PROOFREADER OF POST-GRADUATE THESES (WSU, DUT, UWC, NWU, UFH) 2015-PRESENT

## Appendix K: Turn it in report

The screenshot displays the Turnitin Feedback Studio interface. The main document area shows the 'INTRODUCTION AND BACKGROUND' section, with a sub-section '1.1 Introduction'. The text in the introduction discusses the challenge of economics teachers in developing a curriculum and the role of Mathura. A pop-up window titled 'Info' provides submission details for the document.

Submission Details	
Student ID	mnkohla@ufh.ac.za
Class Name	My PhD
Class ID	39923664
Submission ID	2235429149
Submission Date	21-Nov-2023 09:21PM (UTC+0200)
Submission Count	1
Last Graded Date	N/A
QuickMarks	N/A
Comments	N/A
File Name	2_Asanda_research_For_turn_iL...
File Extension	docx
File Size	129.82K
Character Count	205438
Word Count	36150
Page Count	104

The right sidebar shows a 'Match Overview' with a total similarity score of 7%. A list of sources is provided, all with similarity scores below 1%:

- 4 researchspace.ukzn.ac... Internet Source <1% >
- 5 Submitted to University... Student Paper <1% >
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