

**TEACHERS' PERCEPTIONS ON THE EFFECTS OF FREQUENT CHANGE IN
CURRICULUM FOR EFFECTIVE TEACHING IN JUNIOR SECONDARY SCHOOLS OF
LIBODE EDUCATION DISTRICT, EASTERN CAPE**



BY

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ABSTRACT

Worldwide educational change has been a topic of discussion. South Africa is among the countries having issues with the implementation of a new curriculum and its impact on effective teaching and learning in junior secondary schools. The country (South Africa) experienced frequent changes in education curriculum. The new curriculum was seen as the means to address poor state of education. It is common knowledge that teachers were and are presently still confused and stressed being unsure on how to apply some techniques to meet the requirements of the new curriculum. That led to underperformance of learners in their work at school. Hence, this study was conducted to explore the perceptions of teachers in South Africa regarding the effects that frequent changes in curriculum has on the effective teaching and learning in junior secondary schools. The change in curriculum is frequent in the sense that, from 1997 to 2016, the curriculum in South Africa was revised four times: Curriculum 2005 (C2005) in 1997, Revised National Curriculum Statement (RNCS) in 2002, National Curriculum Statement (NCS) in 2007 as well as Curriculum and Assessment Policy Statement (CAPS) in 2012. The study does not leave behind some literatures on concept of education, teaching and learning in junior secondary schools, curriculum in South Africa, an overview of curriculum policy in South Africa, curriculum changes to mention a few. Qualitative research methodology was used by the researcher so as interview participants (teachers) in their workplace. The case study was chosen as the design, whereby two junior secondary schools from the population of schools in Libode district were purposely

sampled. Data was collected from teachers in these schools, that is, six teachers from each school. Four teachers from each phase were targeted, that is, (four from foundation phase, four from intermediate phase and four from senior phase). Semi-structured interviews were used as the instrument to collect information from the participants. From the study, the researcher found confusion and frustration due to the frequent changes in curriculum; negative influence on effective teaching and learning, by the fact that teachers ultimately do not know what to do to meet the requirements of the curriculum; and not much continuity or links between phases in as far as content and subjects are concerned. The study recommended the appointment of professional facilitators, revisiting of the language policy in GET band (with focus in LOLT in foundation phase), encouraging continuity across phases, actively involvement of teachers in formulating or drafting of any policy that will affect curriculum since they are the implementers of curriculum. The study established that frequent change in curriculum had negative effects on teaching and in junior secondary schools. This is the perception of the majority of participants. As far as literature regarding teachers is concerned, changing curriculum without changing teachers' understanding and attitude has negative impact on learning especially in South Africa, with special focus on rural schools such as those of Libode district in the Eastern Cape Province.

Key words: Curriculum, Frequent changes, Teaching, Learning, Effective, School.

DECLARATION

I Nondwe Cynthia Phelokazi Ngibe, student number 201415339, solemnly declare that this dissertation entitled, Teachers' Perceptions on the Effects of Continuous Change in Curriculum to Effective Teaching in Junior Secondary Schools in Libode District, Eastern Cape, is my original work.

All sources used or quoted in the study have been indicated and acknowledged by way of reference.

PhD CANDIDATE: NONDWE CYNTHIA PHELOKAZI NGIBE

SIGNATURE.....

DATE.....

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DEDICATION

I dedicate this work to my beloved late father, V. B. S. Mafunda.

Phelokazi Mafunda- Ngibe

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November 26, 2015

SUPERVISOR'S STATEMENT

This thesis has been submitted under my supervision and with my approval.

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ACRONYMS

AERA	The American Education Research Association
ANC	African National Congress
ASs	Assessment Standards
CAPS	Curriculum and Assessment Policy
CT	Curriculum Theory
C2005	Curriculum 2005
DHET	Department of Higher Education and Training
DMs	District Managers
DOE	Department of Education
EDOs	Education Department Officers
EFA	Education for All
FET	Further Education and Training
FP	Foundation Phase
GET	General Education and Training
IDPs	International Development Partners
IP	Intermediate Phase

J. S. S.	Junior Secondary Schools
LOLT	Language of Learning and Teaching
LOs	Learning Outcomes
NCS	National Curriculum Statement
NGO	Non-Governmental Organisation
NPTFTE	National Policy Framework for Teacher Education and Development in South Africa
NSE	Norms and Standards for Teaching Education
NS&TECH	Natural Science and Technology
OBA	Outcomes Based Assessment
OBE	Outcomes Based Education
RNCS	Revised National Curriculum Statement
RSA	Republic of South Africa
SADTU	South African Democratic Teachers' Union
SASA	South African Schools Act
SCT	Social Cognitive Theory
SGBs	School Governing Bodies
SKVAs	Skills, knowledge, values and attitudes

SMT	School Management Teams
SP	Senior Phase
TDS	Training and Development Strategy

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CHAPTER ONE

INTRODUCTION

1. Background to the Problem

This chapter contextualises the research problem by outlining the background to the study. The chapter gives justifies the study, highlighting its significance. The chapter also offers an introduction to study premises, comprising the background, statement of the problem, objectives, main and sub- questions of the, rationale, conceptual framework, limitations, delimitations, and definition of operational terms.

The world today faces promises and possibilities unprecedented in history (Wolhurter, Lemmer & de Wet, 2007: v). However, concomitantly, it faces immense challenges. For many people, the best way of realising these possibilities and addressing the challenges, is through education.

Education must change. This is neither because of a new political dispensation, nor because the world has changed and will continue to change (Slabbert, De Kock, & Hathng, 2009:1). Education is not only part of both social and physical environments, it must also respond to any changes in these environments in order to remain effective and relevant. For the change in education to be convincing in all societies South Africa, the conditions under which learners are taught- (whether urban, rural or deep rural areas) have to be scrutinised. This includes the availing of relevant

resources, together with teachers' teaching subjects in which they are qualified and also skilled to teach.

In this study, the researcher aims at exploring teachers' perceptions regarding the effects of frequent change in curriculum on effective teaching in junior secondary schools. Secondary school learners are at a sensitive and important stage - sensitive in the sense that, the General Education and Training (GET) band is the start of secondary school learners' formal schooling. The GET band has three phases, the initial phase being Foundation phase beginning at Grade R.

The changes in curriculum include the review/revision of Curriculum 2005 (C2005), the creation of the Revised National Curriculum Statement (RNCS), the revisit once more, the National Curriculum Statement (NCS) being created and presently the Curriculum Assessment and Policy Statement (CAPS) document being introduced. These changes will be detailed in the course of the chapter.

The year 1994 marked an era of political and educational change in South Africa. New policies were adopted in Educational White Papers, new educational laws were passed, new organisational and management structures in the education system were established, the new system of quality control was put in place. In addition, a totally new outcomes-based school curriculum was prescribed for or implemented into schools (Wolhurter, Lemmer & de Wet, 2007:26).

According to Engelbrecht and Green (2007:43) the South African education curriculum, which was inherited by the new national government of 1994, was in many respects inappropriate and unsatisfactory. To ameliorate this situation, the Ministry of Education was obliged to introduce a new system of education (Engelbrecht & Green (ibid).

This process led in 1997 to the introduction of the Outcomes Based Education (OBE) as the educational model introduced by the new government, to replace the apartheid curriculum. The new curriculum was adopted from countries such as Australia and the United States of America (Lekgoathi, 2010:107).

The new curriculum (Curriculum 2005) was established a result of extensive research, and was seen as the means of addressing the poor state of education. It was aimed at improving learning of learners, together with lessening the workload of teachers. The department felt that the whole system needed an overhaul, from the foundation phase up to Grade 12. The new curriculum emphasized regular assessment in language and mathematics in Grades 3, 6, 9 and 12 (Department of Basic Education, 2014).

The launch of Curriculum 2005 (C2005), as the new curriculum was called, came with many challenges, bringing frustration both to teachers and learners, as well as other educational stakeholders. Teachers became less motivated; as a result many left the teaching profession. They found that they lacked the skills to implement the new demanding curriculum. To add to their concern, C2005 kept on changing as it

was frequently revised and adapted to suit the school environment, (Daily Dispatch, 09 April, 2009).

Outcomes Based Education may be understood as a concept or philosophy that frames the national curricula introduced from 1997 in South Africa. The national curriculum is a primary source of support and direction for learning and teaching in the educational system, playing the role of equalizer in terms of educational standards (Eastern Cape Department of Education, 2003). The national curriculum plays this role of equalizer as it is to be learnt by all of the country concerned. The curriculum therefore must be carefully researched and planned in such a way that it is adapted to the needs of every learner in the country (Department of Education, (ibid).

Outcomes Based Education (OBE) implies the focusing and organising of an education system on what is essential for all students to master at the end of their learning experiences. This means bearing in mind a clear picture of what students must ultimately accomplish, then organising the curriculum, teaching and assessment to effect such an outcome (Gultig, Lubisi, Parker & Wedikind, & 2002:24). In other words, the OBE was introduced to allow learners the freedom to contribute in a lesson in the form of independently researching more information to add to what they have learnt in the classroom. This student contribution was not possible under traditional approach.

OBE is a learner - centred approach based on the principle that all learners can achieve well given enough time. Training the teaching corps, traditionally teacher-centred orientated is a mammoth task. Despite the overwhelming support for the principles of OBE and considerable effort and hard work by the national and provincial education departments, the combination of the far-reaching changes occurring at an extraordinary pace have taken a toll on the system (Wolhurter et al., 2007:38). These changes may be understood as extraordinary. The researchers (Wolhurter et al., 2007:38) maintain that, the five yearly revision to the curriculum may have negative impact on education in South Africa.

Outcomes are clear learning results which students should demonstrate at the end of significant learning experiences. They are what learners can actually do with what they know and have learned. Outcomes are actions or performances reflecting learner competence in the successful use of content, information, ideas, and tools (Gultig et al., 2002:24). Entirely new national curricula, based on the achievement of learning outcomes, were to be phased into general and further education and training (Wolhurter et al., 2007:38).

In 2000, the new curriculum review committee was appointed by the Minister of Education, Angie Motshekga to revisit Curriculum 2005 (C2005), which was the approach for Outcomes Based Education (OBE). This review committee recommended a major revision of the curriculum in order to make it more understandable in the classroom (Department of Education, 2000). Teachers were

clearly finding it difficult to apply C2005 in their classrooms for a number of reasons including the terminology.

This led to the first curriculum revision: the Revised National Curriculum Statement Grades R-9 and the National Curriculum Statement Grades 10-12 (2002). Ongoing implementation challenges resulted in another review in 2009. The task team's report on the Department of Education Curriculum Action 2014 noted that the Department had introduced a five-year plan to improving teaching and learning (Department of Basic Education, 2014).

OBE was criticised in Australia and the United States of America, which introduced it before it was introduced to South Africa (Cishlom, 2005:87). Curriculum developers were then advised not to temper with what worked in old system, helping teachers to cope with new methods of teaching and learning by understanding the new approaches underpinning the new curriculum reforms. This advice was not followed in South Africa, the old system was completely phased out, with totally new terminology and concepts introduced. Teachers were confused on mastering the implementation of the new curriculum system into the classroom (Ngibe, 2013:50), complaining of an excess of terminology which introduced in Curriculum 2005.

For successful implementation of a programme to occur, changes must be made in the behaviours of all affected parties. A high degree of district- wide and school- wide implementation involves educating individuals on the worth of a new programme content area, or a new set of materials. Bishop (2013:29) says that it takes time to

win people over to an innovation. People must be assured that there is recognition or reward for making the effort to change; they will then be won over and persuaded to implement the new curriculum (Bishop, 2013:29).

There is a tendency to believe that teachers have simply to implement curricula which have already been developed elsewhere, something which probably holds true in many contexts. In South Africa, the former Curriculum 2005, for instance, was developed at a national level in 1997. Teachers only became involved when they received training in the application of the new curriculum at school level (Carl, 2010:194).

Du Plessies and Booyse (2012:10) state that a plan changes in the process of implementation. Teachers are professionals whose decisions to change a plan in response to their learners' needs should be respected. For a curriculum to be effective, educators must take many factors into consideration. Educators must also consult policy documents (Du Plessies & Booyse, 2012:33).

With the implementation of OBE in South Africa, many teachers were of the opinion that there was not enough clarity on assessment policy and practice. This caused OBE to be interpreted in different ways (Cishlom, 2003:4; Van Rooyen and Prinsloo, 2003:87). The above-mentioned researchers maintained that, despite the revision of the curriculum approved in 2002, and despite streamlining its design features and its language, it appears that there are teachers still struggling to break down or unpack the assessment standards, so as to set achievable outcomes.

In the implementation stage many teachers will be concerned about the consequences of the new curriculum – “How is the new curriculum affecting my students?” It therefore would be useful to provide opportunities for teachers to share their perceptions on student response to and achievement of the new curriculum (Glatthorn, Boschee & Whitehead, and 2006:27). Most teachers, especially those who were trained before 1994, have dealt with learners produced by the Outcomes Based Education system; teachers being unsure whether they are doing what is right.

Some of questions which arise when thinking about the global and local challenges of teacher development are (Adler & Reed, 2003:1):

- ❖ What does it take to teach in post-apartheid South Africa, in the context of an ongoing movement away from the inequities of the past, towards a globalised, technological future?
- ❖ What does this movement mean for teacher education?

In the implementation of the outcomes–based curriculum, assessment is there, forming an integral part of the process of implementation. Teachers are confronted with unfamiliar didactic challenges with regard to teaching, learning, and assessment. Meyer et al. (2013: v) contends that a substantial number of teachers experience these challenges as stressful, having not been adequately prepared for the didactic paradigm shift.

For Meyer et al. (2013:168), after a decade of implementation, there is very little evidence to suggest that the current OBE curriculum has been successful in producing the desired educational and social changes within the new South Africa. On the contrary, there is evidence to suggest that the current OBE curriculum has generated confusion among South African teachers, promoting further educational and social inequalities; and that South African learners are becoming less competitive in the international academic arena.

Spady (2008 in Meyer et al. 2013:168)'s response to the question regarding what should be done to rectify the real challenge facing educators, is to provide clear methods on how to implement educational practices that are sound, and that make significant the lives of all South African learners. In order to plan and implement a viable curriculum in South Africa, therefore, a total rethinking and revamping of the current curriculum should be undertaken by educationists and educators (Meyer et al., 2013:168).

What is said by Spady in Meyer et al. (2013:168) is of concern to the researcher, results are not improving in certain provinces such the Eastern Cape, the one in which the research was conducted. Curriculum planners in South Africa need to think laterally, involving teachers from the grass-roots level, implementation in the classroom not yet being effective.

Education in South Africa is facing great challenges, especially with regard to curriculum development (Department of Education publication article, volume 25, no

4a2). Teachers are the key role players in addressing these challenges. The question is: Are teachers allowed to participate in the process, and if they do participate, what is the nature of their involvement? This process of continual change has not yet stabilised. It is therefore imperative that there be dialogue about what is expected of teachers when it is suggested they become “more involved in curriculum development”.

The rules of the world are changing. It is therefore time for the rules of teaching and teachers’ work to change accordingly (Slabbert et al., 2009:33). Education is indeed a force of great power, particularly when embracing all the agencies and organised processes of moulding the mind. However, whether it is good or evil depends not only on the laws of learning, but on the conception of life and civilization which gives substance and direction.

Moving away from a traditional approach was encouraging in that in a democratic country like South Africa, everybody has to be responsible for what he or she is doing. Learners have to be responsible for their learning; this will become to pass if teachers receive change positively and clearly. This begins to say that, from the beginning there was a need for teachers to be approached on the changes to be made to the education system, and its consequences to the future of the learner.

Many challenges and issues facing education in South Africa are dismantling the structures and legacies of the previous unfair and unequal provisioning system. These challenges include poverty, especially in rural areas of the country, and

among the previously disadvantaged groups; the multilingual education situation and the promoting of multilingualism; and the manifold demands of maintaining and provisioning schools and other resources, including teacher-training demands. The challenges are still very much to the fore, the effects of apartheid lingering (Wolhurter et al., 2007:38).

Educational change is considered one of the major challenges of the new millennium. Few of the existing theories and strategies of educational change equip student teachers and the next generation of teachers effectively for the complex, chaotic, and contradictory environments within which they will work (Hargreaves 1998, in Webber, 2008:95). Changing the ways in which teachers teach or students learn, and changing the curriculum without also changing the teachers, the classroom, the school, and the community, might not achieve the desired outcomes (Webber, 2008:111).

The call for educational change presents both a threat and a challenge to public school teachers unprecedented in a nation's history. The threat comes in the form of a series of educational reforms that display little confidence in the ability of public-school teachers to provide intellectual and moral leadership for the nation's youth (Canestrari & Marlowe, 2004:205). These researchers (Canestrari and Marlowe, 2004:205) add that one of the major threats facing prospective and existing teachers in public schools is the increasing development of instrumental ideologies that emphasise a technocratic approach to both teacher preparation and classroom pedagogy.

In South Africa, provinces such as the Eastern Cape and, KwaZulu-Natal have public schools built in rural and deep-rural areas where there is no electricity, in which unemployed and illiterate community members reside, areas having few teaching and learning facilities relevant to the Outcomes Based Education system. Most teachers in these schools were trained and taught before 1994, therefore they are used to and comfortable with preparation and teaching which involved no technology. The new curriculum (C2005) with new learning areas such as Technology and Economic and Management Sciences in junior secondary schools, was introduced, with teachers having to adjust to the innovation- a new curriculum, with new methods and terminology, new learning areas, limited time for workshops, and conducted by poorly informed facilitators, was experienced by teachers.

Change often makes demands which require new skills to be developed in short order, often with inadequate support. This often means having to leave behind the security of tried and tested routines and practices. At the same time, change may carry with it hints that a previous practice was unsatisfactory (hence the need for change), which can make dealing with the change a threatening and unsettling experience. Concomitant emotions of hope and despair may arise; If accepted positively, growth and progress will result (Jacob, Vakalisa & Gawe, 2004:314).

Change is multi-dimensional. Pedagogical assumptions and belief systems of teachers are often not considered or taken into account: their subjective realities (fears, uncertainties, and anxieties) are thus ignored (Carl, 2010:200).

Change is an ever-present phenomenon of life, part of the ephemeral nature of existence, recognised, accepted, and even embraced as part of human life (Meyer, Lombard, Warnich, & Wolhurter, 2013:1). For Meyer et al. 2013:1) the attainment of intended goals (products) of education is dependent on certain processes. These processes include: goal setting (what is the envisaged goal?); planning (how will the goal be realised?); execution (what measures will be taken to attain the goal?); monitoring (what measures will be taken to ensure the realisation of the goal?); and assessment (how will the attainment of the goal be determined?).

Dealing with change poses many problems for teachers (Kyriacou, 2001:275). Indeed, introducing and coping with changes in their classroom practice is a key feature of teachers' ability to maintain effectiveness. At the same time it must be borne in mind that frequent curriculum change can prove *dysfunctional*, teachers needing a period of stability in working with change to develop its effectiveness (Kyriacou, 2001:143).

The design and development of a curriculum that is appropriate for the circumstances of the country, the values and principles of the new education policy, as well as global economic developments and advanced technologies, remain the ultimate objectives (Wolhurter et al., 2007:37).

Developing a curriculum is a comprehensive and multidimensional process, in which the curriculum is planned, designed, and then implemented in the classroom (Oliva, 2009; Ornstein & Hunkins, 2009). The responsibility of curriculum development

resides in the hands of the experts or national specialists (Dogan, 2012). The active participation of teachers in curriculum planning is limited. Teachers are regarded as curriculum implementers, whose role is to adapt an official curriculum to their class situation (Marsh 2009).

The ubiquitous nature of educational change, evidenced in policies, public news, and presidential addresses, has not equipped educators to cope sufficiently with the immensely complex change problems that are customary today (Webber, 2008:127). Radical post-apartheid policy changes that impacted directly on teaching and teacher education include the Higher Education in 1994 (Webber 2008:127), in which the number of teacher-training institutions was reduced from 150 to 23.

The Department of Basic Education policy is devised by the minister, Mrs Angie Motshekga, and the deputy minister, Mr Enver Surty. In the department of Higher Education and Training policy is described by the minister, Dr Blade Ndzimande, and the deputy minister, Mr Comfort Manana (Department of Education, 2014).

Indeed, the success of any educational reforms and policies depends solely on teachers in their institutions and classrooms. As professional practitioners they have complete freedom in the classrooms. If they have negative perceptions of a new policy and are not properly listened to, little progress will be made (Ainscow, 2002:45). This may be said of the South African educational experience.

Ozga (2000) agrees with Ainscow (2002:45) that the success of any educational policy depends solely on the teachers, since they are the grass-roots policy implementers. As professionals, teachers have total autonomy of their practice in the classroom.

In addition, Ainscow (2002:99-100) states that, education policies in many countries seem to be concerned with making schools more effective. All of these can create tensions, however, between different perceptions of what effectiveness means and how it may be achieved. Certainly those who are arguing for yet further reforms need to remember that ultimately education policies are what happen behind the classroom door.

In this sense, Fulcher (1989 in Ainscow, 2002:99-100) argues that teachers are policy makers. How they choose to interpret external demands, as they interact with their classes in the relative privacy of their classrooms, is the policy that really matters. Problems found in some schools, especially those in the rural and deep-rural schools of the Eastern Cape Province, arise because there is a serious lack of equipment for effective curriculum implementation.

Policies underpin the belief that teachers are the essential drivers of quality education, proclaiming that the role of the teacher has strategic importance for the intellectual, spiritual, moral, emotional, and cultural preparation for the youth (Johannes et al., 2009:33). Although learners are responsible for their learning,

teachers still have to manage the process of teaching and learning, hence it is important that they are involved in curriculum development.

That teaching is a complex, tension-filled practice, is well known (Adler & Reed, 2003:3). Teaching implies putting information across to someone, somewhere, offering knowledge and pedagogy regarding learning and context. Adler and Clark (2003:1) say that teachers who know more are better teachers.

Nieman and Monyai (2011:14) argue that communication is the essence of any teaching situation. In a country like South Africa, in which the majority of learners are not taught through the medium of their home language, language is frequently regarded as a major obstacle to academic success. If educators do not make a conscious effort to remove this obstacle, it is doubtful that education standards in South Africa will improve to such an extent that competition at international level is possible.

Viewing the reality of school, these questions must be posed:

- 1) What is meant by the concept “quality education”?
- 2) Why do we notice so few quality changes in teaching and learning in the classroom?
- 3) What is the teacher’s understanding of the task and purpose of education?

Very little is known of teachers’ perceptions regarding the purpose of education (Slabbert, de Kock, & Hathng, 2009:33). The researcher agrees with Slabbert et al.

(2009:33)'s concerns, especially when they comment about the few changes in quality teaching and learning in the classroom.

Nieman and Monyai (2011:17) say that an educator who understands how learning takes place will know that learning is influenced by social interaction, interpersonal relationships, and communication with others, and will, therefore, create ample opportunity for group work and co-operative learning when mediating learning.

Schiro (2008: i) believed that the purpose of education was to provide individuals with the accumulated knowledge of the human race by having them study certain academic subjects. He argued that all children should have access to an excellent education. Education takes place in many locations, including the family, community, and school. However, it is in the school that educators focus their endeavours – whether the school is located in a school building, home, factory, or park. Schools then become the social institution through which leadership is provided and action initiated to reconstruct society (Schiro, 2008:149).

Education is part of our daily lives, education, teaching, and learning being closely related (du Plessies, Conley & du Plessies, 2011:1). Research results show that students' success depends on three qualities of teaching: teachers' content knowledge, pedagogy, and strongly relationships with students (Glatthorn, Boschee & Whitehead, 2006:361).

Along with the theoretical critique, *Getting Learning Right* summarised commissioned studies of teachers' conceptual knowledge practice. The authors cited a number of studies that suggested that many South African teachers had a weak conceptual grasp of the disciplines or subjects that they were teaching. Teachers could talk about discovery, building on prior learning and cooperative learning, but their lessons were characterised by teacher talk, low-level questions, lack of structure, superficial use of real-world examples, and little independent reading and writing (Fleisch, 2002:151).

Fleisch (2002:151) continues by saying that weak conceptual knowledge and stilted classroom practices resulted in a disproportionate percentage of black children performing poorly in studies of achievement. This was particularly evident in mathematics, the sciences, reading, and writing. The authors concluded that the first priority in the education community must be the upgrading and scaffolding of teachers' conceptual knowledge and skills.

In South Africa most teachers learnt under and were trained during the apartheid curriculum. Changing from the old to the new curriculum would not be easy, as change is not easily accepted. For example, teachers did not understand the process of facilitation, to the point that some thought that facilitation implied that teachers should, leave learners to do everything for themselves, teachers not providing any guidance.

This would not have been the case had all stakeholders responsible for teaching and learning participated fully in the designing of the new curriculum, including district managers, education specialists, teachers, learners and even parents. District Managers (DMs) and Education Department Officers (EDOs) are the people, responsible for the monitoring of teaching and learning processes in their districts and circuits (through education/curriculum specialists). Ensuring that teaching follows current curriculum principles. Education (curriculum) specialists are those responsible for teachers implementing the planned curriculum. Teachers, in turn, are responsible for implementing the new curriculum, while, lastly, learners are the receivers of the curriculum.

In other words, the new curriculum (Curriculum 2005) introduced in South Africa to replace the apartheid education system affects everybody from top education management, to parents, as well as learners, who are responsible for their learning in the sense that they must undertake research independently.

According to the researcher's understanding, parents are the most important people in the learning of the learners. A right to education is a right for South African children. Parents are responsible for the education of their children, therefore they must know the curriculum offered to their children, knowing what to expect when looking through homework books, as well as helping them with their home-work, such as assignments and projects.

Educators and parents have frequently been described as natural allies who share the common goal of wishing to assist learners to develop their full potential (Lemmer et al., 2009:131). Parents need to know what the school expects their children to learn, how they will be taught, and the books and materials their children will use in school (Lemmer et al., 2009:131).

Wallace, Maker, Cave and Candler (2004 in Slabbert et al., 2009:1) state the following: “If parents and teachers actively engage with children in problem solving activities, then children will learn lifelong skills and behaviours that will enable them to live their lives more effectively and with greater joy as they realize their capacities.”

The changing realities of South Africa have been taken into account by the South African Schools Act (SASA), RSA (1996) which allows considerable latitude in the definition of “parent”. This term now also includes any person who is the learner’s guardian; or who is legally entitled to custody of the learner; or who has undertaken to fulfil the obligations of a parent or guardian apropos of the learner’s education (Lemmer et al., 2009:160).

It is argued that the expectation of school principals regarding their own leadership role, as well as the professional role teachers should fulfil, is a primary determinant of a principal’s involving of teachers in the responsibility of taking the process outside the classroom (Swannepoel, 2008). Botha, (2004:239) claimed that “... the role of

the school principal becomes even more pivotal and important as these new changes come into effect.”

An increase in the responsibilities of the school principal naturally results in an increase in workload. It therefore appears that the workload of principals has become more and more unmanageable, especially secondary school principals lack of time for, and understanding of their leadership task (Botha, 2004:239; Edwards, 2002:4; Steyn, 2002:251).

Curriculum change may only be implemented in a true sense if teachers are prepared for change, teachers being those people who implement the curriculum in the classroom. Should the curriculum be changed at the primary level, it would be better to ensure that teachers are fully involved in the curriculum change. When the teachers are unaware of new changes in the curriculum, they will not be able to implement the curriculum in its true spirit. They will hesitate to adopt the new changes because they lack the required knowledge to do so (Hameed, 2013).

Curriculum development in schools must ensure that any changes are carefully introduced and followed by a period of stability in which the changes may be established and implemented effectively. It is important to understand changes before developing or altering any curriculum reforms. Understanding changes might help curriculum developers to identify problems that can hinder the success of the implementation of curriculum before experiencing serious problems in the process of implementing the desired curriculum (Ainscow, 2002:45).

It has been suggested (Kelly 2006:14) that the curriculum must be seen as consisting of four elements, and curriculum planning, therefore, as having four dimensions: objectives, content or subject matter, methods or procedures, and evaluation.

The educational purposes of the curriculum take pride of place. Content is selected not for its own sake but for its presumed efficacy at enabling students to achieve those purposes. Organisation is similarly designed with these objectives in mind, while evaluation is framed so as to assess how far those objectives have been achieved (Kelly, 2006:15).

Yet another model has emerged, some placing the emphasis on the organisation of the educational experiences. This model has been described as a 'process' model (Kelly, 2006:15) or as a 'developmental' model. Within this model, the planner begins from a concept of education as a series of developmental processes upon which the curriculum should be designed.

Under apartheid, the curriculum handed down to teachers for implementation was very prescriptive, content- heavy, detailed, and authoritarian, with little opportunity for teacher initiative (Webber 2008:95). The traditional role of the educator has changed a great deal of recent years. On account of its proven ineffectiveness, this traditional role of the educator has long since served its purpose.

Because the Outcomes- Based teaching approach is currently followed in South Africa, and because learners are expected to take responsibility for their own learning and to be independent, the educators of today must ignore their traditional approach and accept the role as a mediator of learning. Learning is regarded as a process of creating new knowledge, and not just as a process of acquiring information (Mwamwenda, 2004 in Nieman and Monyai, 2006:93). The need for a complete overhaul of the education system under apartheid had been identified as a priority for a new democratic South Africa (Valero & Skovsmose, 2002:1-10).

However, the results in the classroom have not always met the expectations of the policy makers, in part because of the unrealistic demands made by policies (Jansen, 2002; Rogan 2004 & 2007 in Weber, 2008:57). This implies that the educator should intentionally intervene and direct learners in the learning process, but should not tell them what to think (Nieman & Monyai, 2006:93). Effective teaching may be defined as teaching which successfully achieves the learning by pupils intended by the teacher. The teacher sets up and provides a learning experience which achieves this goal (Kyriacou, 2001:5).

In Angie Motsekga's statement in July 2010, the minister indicated that, the new curriculum schooling 2025 would replace the highly criticised Outcomes Based Education (OBE) system introduced in 1997. However, OBE would not be completely jettisoned but would be modified to improve the performance of school pupils. The minister repeated that the new Curriculum and Assessment Policy

Statement would replace the existing method, in which assessment requirements were mapped onto the achievement of outcomes and assessment standards (Department of Education, 2010).

The vision of education that emerged was of integrating education and training into a system of lifelong learning, therefore South Africa is embarking on a radical education reform (Valero & Skovsmose, 2002:1-10). The concept of education has, over centuries, enthralled the minds of scholars and academics. Philosophy, whether formal or informal, is a means of changing and improving the quality of standards, patterns, and lifestyles of individuals within the context of intricate diversities in their life-world, from small community components to the general extension of society at large (Ainscow & Lorenz , 2002:99-100).

Reform is justified by continual change in curriculum policy systems since 1997, when the first educational reform was introduced into South Africa. Curriculum 2005 (C2005) was introduced in 1997, Revised National Curriculum (RNCS) in 2002, National Curriculum Statement (NCS) in 2007, and currently, Curriculum and Assessment Policy Statement (CAPS), was introduced in 2012. This means that education policy is revisited time and again.

New education policies formulated after 1994 sought to address the shortcomings in South Africa's previous education and training system. The policy statements mentioned, which are, C2005, RNCS, NCS and CAPS have been tried and followed in South Africa within a period of fifteen (15) years. The contents of C2005 imply that

the learning experience in which the students are involved should be enjoyable, interesting and important so that the students should see the relevance of democracy in teaching and learning (Eastern Cape Education, 2003).

Education is concerned with the transmission of various kinds of knowledge. This knowledge is produced (and reproduced), transmitted, and mediated through relationships between teachers and learners, within institutional contexts and a framework (of, for example, the school and the curriculum). Coffey, (2001: i).

C2005 emerged as a political and not an educational project. The OBE curriculum did not emerge from debates within the education sector asking questions about the most viable form of curriculum to bring about the political vision of a new South Africa, or about a feasible in the profoundly diverse and unequal range of South African Schools (Muller, 2004:198-199). Curriculum 2005 did not arise from a careful and inclusive situation analysis of existing South African education realities, with the result that teachers and most teacher-educators suddenly and bewilderingly woke up to a new curriculum world (Muller, 2004:198-199).

1.2. Statement of the problem

In this study, the researcher attempts to explore the perceptions of South African teachers regarding the continual revisions/changes in curriculum. Change is frequent because after every five years since 1997 up to the year (2014), four curricula

developments/revisions have been made in South Africa, namely, Curriculum 2005 (C2005) in 1997, Revised National Curriculum Statement (RNCS) in 2002, National Curriculum Statement (NCS) in 2007, and Curriculum and Assessment Policy Statement (CAPS) in 2012.

Being a teacher, Head of Maths Department and Deputy Principal for many years, and having experienced and been affected by the challenges brought about by frequent change in education curricula, the researcher appreciates that this frequent change affects the effective teaching and learning especially in Junior Secondary Schools. The researcher therefore has decided to conduct a study on explicit ways in which such how this frequent change affects the effective teaching in Junior Secondary Schools. By the time teachers have adjusted themselves to the current curriculum, the said curriculum changes or are revised, at which stage teachers loose focus. Effective teaching is thus not achieved in Junior Secondary Schools.

Junior secondary schools are chosen because all curriculum changes are initiated in the General Education and Training band (GET), Foundation Phase (FP), Intermediate Phase (IP) and Senior Phase (SP). Learners arrive at the Further Education and Training band (FET) having knowledge of the curriculum policy of education in use. The researcher has noticed that junior secondary school teachers are the ones who are heavily affected by the continuous change in curriculum here in South Africa.

Frequent change in curriculum seems to affect junior secondary school teachers in the sense that, the curriculum is new to them. Sometimes even facilitators who are training the teachers are not fully au fait with the material owing to their own truncated education on the curriculum. Teachers return from the training to the learners at schools having scanty knowledge, yet are expected to implement a change. Teachers struggle for some time to master the changes before expected learner performance achieve it. Within that period, the existing curriculum is modified by the Department of Education.

Jones, Jenkin and Lord (2006:21) state that other teachers experience difficulty because their training has not equipped them with a repertoire of skills to use in the classroom, or because they have developed unhelpful practices that have gone unchecked. These teachers need to acquire a “tool kit” of skills and approaches that may be constantly updated throughout their careers. However, they may view attempts to encourage them to try new approaches as indirect and personal criticism and, as a result, may be highly resistant (Jones, Jenkins & Lord, 2006:21).

Teachers are required to shift from what they have practised and achieved to focus on the new policy statement brought to them. Teachers are not involved in any planning of the new curriculum and also in being part of decision making policies, nonetheless they are involved in the implementation.

1.3. Objectives

The researcher believes that the transformation of education in South Africa brought many new challenges in its wake, especially to the government schools. The following are the objectives of the study which the researcher wishes to ascertain:

1. –To determine the extent to which the frequent change in curriculum have influence on the teaching of learners.
2. –To investigate whether the new curriculum promotes continuity in the transition across the various phases of education.
3. –To discover whether the new curriculum introduced enhances teachers' professionalism and their capacity to meet the requirements of the current generation of pupils and
4. -To ascertain whether it is necessary for the curriculum to change.

1.4. Research questions

In order to understand the way in which the problem should be addressed, the researcher sought answers to the following:

1.4.1. Main research question

What are the teachers' perceptions of frequent change in curriculum on effective teaching?

1.4.2. Research Sub- questions

The following are research sub-questions, which will be thoroughly investigated in assisting to identify teachers' perceptions of frequent change in curriculum on effective teaching.

1. To what extent has curriculum change influenced the teaching of learners?
2. To what extent has the curriculum promoted continuity in the transition across the various phases of education?
3. To what extent has the curriculum enhanced teachers' professionalism and their capacity to develop knowledge and understanding of the present generation?
4. What drives curriculum change?

1.5. Assumptions of the study

The researcher made the following assumptions that all teachers who participated in this study;

1. Are aware of the challenges brought about by the frequent changes in curriculum to effective teaching.
2. Experience challenges in the implementation of frequently changing curriculum.
3. Would like to expose the outcome of frequently changing curriculum on effective teaching.

1.6. Rationale

The researcher noted that the curriculum continues to change and that teachers are confused about what to do and how to do it, prompting the researcher to embark on this study.

South Africa has experienced frequent change in its education curriculum. This has affected teachers in that the curriculum changes regularly without their input or involvement. Teachers are confused and stressed, which has led to underperformance of learners in some schools. Despite massive challenges experienced by teachers, the Department of Education has blithely gone ahead with the introduction of yet another curriculum.

As a teacher in some of the schools in the Mthatha and Libode districts for almost 26 years, the researcher has interacted with dissatisfied teachers who were exposed to many new educational reforms without exposure to training or orientation seminars prior to the introduction of new policies.

In the research made on teachers' current experiences regarding implementation of the National Curriculum Statement, one of the teachers who was interviewed mentioned that the continual change in curriculum contributes to poor implementation of the curriculum (Ngibe, 2013:46 &50).

The researcher was interested in discovering the teachers' perceptions of continual change in curriculum on the effective teaching in junior secondary schools.

1.7. Significance

Generally, it has been envisaged that teachers are struggling to meet the requirements of the Outcomes Based Education, the curriculum changing so frequently. Difficulties for teachers may arise as a result of many factors including frequent change in curriculum, some of the stakeholders being left out of the curriculum planning, or perhaps because teachers are simply resistant to change. However, it seems as though something is missing from the process of planning.

Policy makers and developers possibly do have an understanding of the nature of the experiences of teachers in the GET band in connection with the continual change in curriculum and its disruption of effective teaching. This may lead to the restructuring of their planning strategies. Authorities may revisit their planning by involving the teachers from various school categories, that is, the rural as well as the urban junior and senior secondary school teachers (GET and FET band), together with the parents from these communities. Department officials must take cognisance of the position of rural schools and those in deep rural areas. Such a stance would alleviate the problems of teachers responsible for the implementation of the new curriculum.

For the educational leaders and the policy makers, the researcher intends them to use this study and their position to hear the voices of teachers, applying their concerns to any decision-making a propos of education today. Too many times decisions to improve education are made by those with negligible experience who are ignorant of the implications of their actions. By reading this study, it is hoped that such authorities will reflect on the challenges facing teachers today before making policy changes which exacerbate the problem of teacher attrition.

Researchers will find the study important in that it opens avenues for further studies on curriculum; researchers may wish to improve on the study and/ or take it further. Teachers will be able to articulate their concerns and feelings about the continual change in curriculum. Some teachers may be inspired to offer suggestions on a better system of curriculum planning. Department officials should be enlightened on teachers' experiences of frequent change in curriculum, and the way in which it affects teaching in schools.

1.8. Delimitation

The study focused on teachers' perceptions of frequent change in curriculum on effective teaching in junior secondary schools in Libode District, all of which are subsidised by the government. The study was conducted in two junior secondary schools. It was limited to Circuit 7 schools of the Libode district.

The population consisted of teachers from the Libode district who taught in junior secondary schools. The sample consisted of Circuit 7 teachers.

1.9. Limitations

The research was conducted in two selected junior secondary schools. The researcher in this study focused on these schools for data collection. During the time of data collection, the researcher faced the challenge of enlisting teachers who were busy with the Curriculum and Assessment Policy Statement which was the current policy statement being implemented. For senior phase teachers, this was their first year of implementation.

Teachers were committed to their classes as they were striving for better, if not the best, performance from their learners. Teachers were also attending departmental workshops, therefore it was not easy for the researcher to collect data as planned. Some teachers were busy with their formal assessment tasks for records as per the department, and in satisfying curriculum requirements in which many tasks are demanded a certain period. All these issues contributed to delays or difficulties which the researcher encountered when collecting data.

1.10. Overcoming limitations

For successful data collection, the researcher decided to convince participants to make appointments after work, should teachers be busy during school hours. At times the researcher had to target break times as per arrangement with participant and the school principal.

1.11. Definition of operational terms

The following terms featured prominently in the compilation of the study report, and for this reason, the researcher has provided the contextual definition of their usage.

Curriculum: The word “curriculum” is the composite of “content” (e.g. science literacy) provided to learners as required by an authorised body responsible for schools and schooling, usually under the state law (Hewitt, 2006). In this study, curriculum is understood to mean all subjects and activities which education authorities regard as necessary for the child in order to reach a certain level in his/her development.

A school curriculum: A school curriculum lays down the fundamental reasons for children to learn; it comprises the planning of learning, content, and subjects, and the philosophical (and pragmatic) reflection on all three matters (Stein et al., 2006:71). This meaning is adopted by this study.

National curriculum: The National Curriculum is a primary source of support and direction for learning and teaching in the educational system and plays the role of equaliser in terms of educational standards (Eastern Cape Department of Education, 2003). In this study an equaliser also means a source of support and direction for learning and teaching which teachers in South Africa need to implement in their classrooms.

Outcomes: Outcomes are clear learning results that students must demonstrate at the end of significant learning experiences. Outcomes are what learners can actually do with what they know and have learned. Actions and performances that reflect learner competence in successfully using content, information, ideas, and tools (Gulting et al., 2002). In this study, outcomes mean learners' performance at the end of the teaching and learning process, demonstrating the level of achievement of the intended outcomes.

Outcomes Based Education: Outcomes Based Education may be understood as a concept or philosophy framing the latest education policy and curriculum document. Such education is to provide the opportunities for all learners to achieve essential learning outcomes that will be more meaningful, relevant and empowering to them than those of traditional expository or "transmission" education (Jacobs, Vakalisa & Gawe, 2006). In this study Outcomes Based Education denotes a model of education which rejects the traditional focus on what the school provides to students.

Teacher: The National Education Policy Act 27 of 1996, states that a teacher (educator) means any person who teaches, educates, or trains other person in an institution, or assists in rendering educational services or educational auxiliary or support services provided by or in an educational institution (South African Schools Act, 1996). In this study, teacher means any person who teaches in an institution.

Perception: Lindsay and Norman (2008) define perception as an understanding, or the meaning assigned to incidents experienced. Schunk (2004) asserts that perception involves equating a sensation with known information. In this study perception refers to the meaning and understanding assigned to the new curriculum introduced into South Africa.

Teacher perception: In this study, teacher perception refers to the meanings that teachers assign to the effects of continual change in the curriculum on effective teaching in junior secondary schools.

Policy: Policy is a plan of action adopted or pursued by an individual, government party, business, etc. (Concise Dictionary). In this study, policy is a plan of action adopted by the government.

School: The school is a learning organisation. A learning organisation is an organisation continually expanding its capacity to create its future and achieve what it truly desires. In this study, school denotes an organisation for transmitting formal education to all individuals, irrespective of their abilities. A school is an organisation

in which teaching and learning has to take place, with specific reference to junior secondary schools of the Libode Education District.

Education: Education is the process of facilitating learning whereby knowledge, skills, values, beliefs and habits of a group of people are transferred to other people through storytelling, discussion, teaching, training or research. Education frequently takes place under the guidance of educators; however, learners may also educate themselves in a process of autodidactic learning (Redden, 2009). Education is a theory of teaching and learning (Concise Dictionary). The same meaning applies in this study.

Teaching: Teaching is a celebration of learning. It is a forum in which to affirm the importance of sustainability of culture and social justice. Teaching is an opportunity of setting goals for the future, for learners in the classroom, for stakeholders in communities, and even for our global village, Earth (Farber, 2010). In this study, therefore, teaching is similarly understood as an opportunity of setting goals for the future, for learners in the classroom, for stakeholders in communities and even for our global village, Earth.

Learning: Learning is an active process of acquiring knowledge requiring the involvement of the learner (Osterman and Koltkamp 2004 in Sullivan & Glanz, 2006). In this study, this means learning that occurs specifically in the learning organisation with the involvement of the teacher working together with parents and learners.

Effective teaching: Effective teaching may be defined as teaching which successfully achieves the results desired by the teacher (Kyriacou, 2001). The same meaning applies to this study.

Stakeholders: Stakeholders are all role players in an organisation such as school (Department of Education, 2000). This includes both teaching and non-teaching staff, such as educators, learners, administrative clerks, general workers, school governing bodies (SGBs), the Department of Education (DoE), non-governmental bodies (NGOs) and all community members who have an interest in education. In this study, the stakeholders referred to are teachers, learners, SGBs, NGOs, the DoE, and all community members who have an interest in education.

Frequent: Frequent indicates something happening often, not continuously.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

A brief commentary is made on each consulted source so as to identify gaps, which the study intends fill.

2.2. Theoretical framework

The theoretical framework is based on the curriculum theory and the active learning which subsumes cognitive theories such as the social cognitive theory and social constructivism. Bell(2005:103) states that a theoretical framework is an explanatory plan that graphically or narratively elucidates the principal items to be studied, the key factors, constructs or variables, and their presumed relationships.

This study is based on the social cognitive theory and social constructivism. Some information on curriculum theories is visited by the researcher and is also included in the study.

2.2.1. Social cognitive theory

The Social Cognitive Theory (SCT) refers to a psychological model of behaviour that emerged primarily from the work of Bandura (2001:1-26). The SCT emphasises that learning takes place in a social context, and that much of what is learned is gained through observation. It has also been applied extensively by those interested in understanding classroom motivation, learning and achievement (Schunk, 2001:1-26).

From a social perspective, it is important to recognise that help seeking always involves two individuals – the student who needs help and the person from whom he or she seeks help, - and hence, social interaction takes place. Because teachers are often the target of requests for assistance, how they respond (or are perceived to respond) has an important effect on their students and on remaining central in the climate of the learning environment (Fullan, 2001:240).

The most basic instructional implication of SCT is that students should be provided with frequent access to models of the knowledge, skills, and behaviours they are expected to learn. Learners should then model the behaviours they are expected to learn. Moreover, effective instruction, should include multiple types of models (e.g. teacher, peer, parent models) and various forms of modelling (e.g. cognitive, verbal, mastery, and coping).

One of the strengths of SCT is that it provides a clear foundation for classroom intervention which is designed to improve students' learning (Linares, Rosbruch, Stern, Edwards, Walker, Abikoff, et al. 2005:405-417). Instruction should help students to see that classroom learning and the demonstration of that learning lead to personally valued or important outcomes. Students should be provided with frequent access to models of knowledge, skills, and behaviours they are expected to learn.

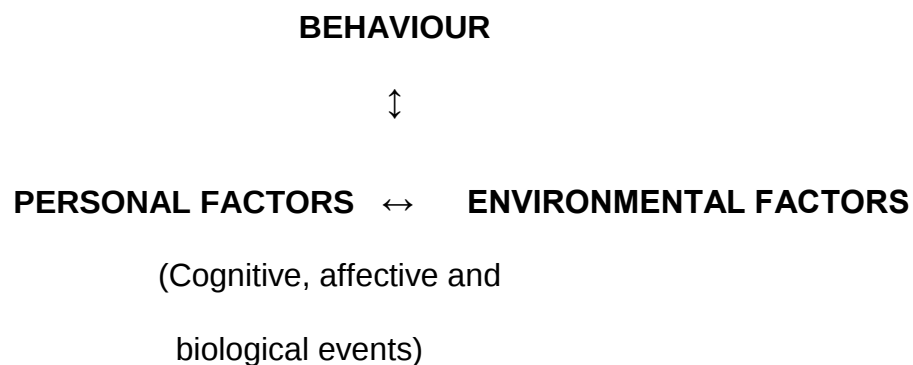
The effective use of models depends on providing students with multiple opportunities of practising the behaviour or skills they have observed. This process will be improved if students are provided with feedback on their efforts that is specific, immediate, and insightful on what the learner is doing well and what needs improvement.

The social cognitive theory relates to this study in the sense that for curriculum change to be fruitfully implemented, teachers must be well acquainted with the information in the form of workshops and training so as to produce marketable learners. Teachers are role models to their learners, which means that for each change decided on regarding curriculum, teachers have to be hands-on in the planning thereof. Teachers have to allow for parents and guardians to be involved in the teaching and learning of their children.

Furthermore, the importance of the social cognitive theory in this study is that learners must be provided with the learning material and also the knowledge on how

to access information from the libraries and the Internet, in particular, learners in rural and deep-rural areas such as those of Libode and other districts of the then-Transkei area.

Table1. Conceptual model



The above conceptual model is an overview of social cognitive theory and of self-efficacy of (Pajares, 2002:16-31).

2.2.1.1. Explanation of the model

Glanz, Rimer and Lewis (2002:169) refer to the environment as a factor which can affect a person's behaviour. The three factors-environment, people, and, behaviour constantly influence one another. Behaviour is not simply the result of the effect of environment on the person, just as the environment is not (simply the result of the person and behaviour). The environment provides models for behaviour (Glanz et al., 2012:169).

Behavioural capability refers to knowledge and skills which helps to perform a given behaviour, promoting mastery learning through skills' training. The learners' confidence in performing a particular behaviour, and the approach of behavioural change taking small steps to ensure success, is determined by self-efficacy.

2.2.2 Social constructivism

Vygotsky, the social constructivist, believed that learners used the input of others as they formulated their constructions, not relying solely on themselves. In Vygotsky's theory:

- ❖ Learning is a social and collaborative activity;
- ❖ Learners utilise the input of others;
- ❖ These "others" include more important "significant others" such as peers, parents and friends;
- ❖ Sources of information such as the Internet, books, videos, and movies also contribute to learning; and
- ❖ The teacher is the facilitator (Martin, 2009:214).

Vygotsky, in Sullivan and Glanz (2006:15) argues that knowledge is constructed in a sociocultural context and using social interaction, cultural tools, and activity to shape individual development and learning.

Outcomes Based Education was introduced so as to develop learners to construct meaning from their knowledge. Therefore, learners in OBE work together, share ideas, solve problems, and present common knowledge.

Osterman and Koltkamp (2004:16 in Sullivan and Glanz, 2006:16) say that:

- ❖ Learning is an active process requiring the involvement of the learner. Knowledge cannot simply be transmitted. For learning to take place, professionals must be motivated to learn, and must have an active role in determining the direction and progress of learning. Meaningful problems engage people in learning.
- ❖ Learning must acknowledge and build on prior experiences and knowledge. Accordingly, professionals need opportunities to explore, articulate, and represent their own ideas and knowledge.
- ❖ Learners construct knowledge through experience. Opportunities must be provided for observing and assessing actions, developing and testing new ideas that facilitate behavioural change.
- ❖ Learning is more effective when it takes place as a collaborative rather than an isolated activity and in context relevant to the learner.

According to the Department of Education (1997), OBE focuses on what students know and can do at the end of a course of learning and teaching. OBE may be described as a student-centred and result- oriented design, based on the belief that all individuals have the capacity to learn and to undertake lifelong learning.

Learners have to take responsibility for their own learning so as to produce the required outcomes. Outcomes may be achieved if: adequate time and assistance is afforded on an individual basis to enable realization of each person's potential; students make appropriate learning decisions; and if students become successful in their thinking and learning, using their time wisely.

Concomitantly with the above mentioned conditions, (multiple teaching) must be adopted by teachers: learning and assessment modes and tools must be employed to accommodate each student's needs; instructional decisions must be made on students' needs; criterion-referenced assessments must be conducted; formative strategies must be adopted; data for further and future learning decisions must be provided; self-assessments must be carried out; and individual student progress must be recognised as based on his/her demonstrated achievement, with emphasis on outcomes and their application.

All this was included in the package which came with Outcomes Based Education: teachers were uncertain as to the processing of the data. Social constructivists encourage learners to learn from one another.

This study accepts the importance of the social constructivism theory in that learners learn from one another. Learning material, also school libraries and laboratories must be equipped for learners to research information on their own and also with the help of their teachers. This becomes the concern of the researcher in how this may

be achieved if teachers themselves are still confused with the implementation of the frequently changing curriculum.

2.2.3 Curriculum theory

The Curriculum theory (CT) is an academic discipline devoted to examining and shaping educational curricula. Within the broad field of curriculum studies, CT includes both the historical analysis of curricula and ways of viewing the current educational curriculum and policy decisions (Kliebard & Schiro, 2004 & 2008).

One of the common criticisms of the curriculum is that it lays more emphasis on mental discipline and education. “Mental disciplinarians” and humanists believe that all students have the ability to develop mental reasoning, and that education was not intended for social reform in itself but for the systematic development of reasoning power. Good reasoning power would lead to the betterment of society. Harris described the subjects to be taught as the “five windows” into the soul of the student: grammar, literature and art, mathematics, geography and history” and prescribed in that order to be taught (Kliebard, 2004:15).

Kliebard (2004:24) continues by saying that social (meliorates) believe that education is a tool to reform society and create change or for the better. This socialization goal is based on the power of the individual’s intelligence, and the ability to improve economic status, heredity, or any other factors.

With Outcomes Based Education learners acquire knowledge; skills are, however, of great importance. The new curriculum has to be planned in such a way that teachers are sure of what to do and how to do it. When the curriculum is regularly changed, as in the case of the education curriculum in South Africa; this sparks serious problems. When teachers at grass-roots level are not considered in the planning stage, the situation is exacerbated: teachers are nevertheless expected to achieve implementation.

2.3. Teaching and Learning in Junior Secondary Schools.

Schools are institutions for transmitting formal education to all individuals irrespective of their abilities. Junior secondary schools offer tuition from Grade R to Grade 9, where Grades R, 1, 2, and 3 are under the foundation phase, Grades 4, 5 and 6 fall under the intermediate phase and Grades 7, 8 and 9 fall under the Senior Phase. Moloi (2002: ix) says that the school is a learning organisation. Schools exist first and foremost to serve the educational needs of their pupils (Blatchford, 2013:15).

In the context of education, a learning organisation is made up of educators who are committed to personal and professional development and growth (Moloi, 2002:2). A learning organisation is a place where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to act together.

The government provides for basic education, compulsory from Grades 1-9 (ages 7-15). This phase of schooling is now known as General Education and Training (GET). Children may enter Grade 1 in the year in which they turn 6, provided that they turn six before 30 June of that year. Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education.

The GET band is the main focus of this study as it is the period in which, young and fresh minds must become acquainted with knowledge and skills which will help the learners to compete in the present world. It is the time learners are introduced to resources and an environment (if possible for all schools, rural as well as deep rural) which will lead them to better future. Learners will be trained to become independent citizens, experiencing life outside their homes.

The education experts commenting after the matric results for 2014 stressed that greater emphasis had to be placed on the foundation phase (Daily Dispatch, Tuesday, January 6, 2015). From the researcher's point of view, junior secondary (basic education) teachers are important in the implementation of the curriculum because they deal with children who are new to formal education.

Mwamwenda (2004:96) states that many secondary school learners in Africa are possibly still at the concrete operational level, instead of the formal operational level. Therefore, teachers – particularly those teaching sciences should use a concrete-oriented approach and do whatever they can to promote formal operations. This is

because everything, that is, the environment and what is within that environment, is completely new in their lives.

Nieman and Monyai (2011:43) states that secondary school learners are at a sensitive and important stage of their lives. Besides the generally accepted developmental processes that secondary school learners go through, there is also a group of learners who have to grapple with other problems. These problems may include family problems and or those connected with health issues (Nieman & Monyai, 2011:43).

These are the learners who, as a result of intrinsic and extrinsic factors, experience barriers to learning and development (Nieman & Monyai, 2011:43). Educators play an important role in promoting the learning and development of the learners in their classrooms, and this demands insight, knowledge and empathy from the educator.

About two-thirds of South African children do not live in the same household as their biological parents. Poverty and adult illiteracy often prevents parents, who are present from becoming involved in their children's education (NGO news and views article: 2013-10:31).

Van der Walt in (Daily Dispatch, Tuesday, January 6, 2015) stated that other socio-economic and home circumstances affected pupils (resulting in poor performance in the 2014 Grade 12 results), but without teachers in classrooms pupils could not reach their full academic potential. Teachers are the main role players in the

implementation of the new curriculum introduced; and they should be fully informed on that curriculum so as to produce learners who are marketable.

The South African government has tried to solve the problem of poverty by providing school nutrition to all public schools in South Africa. Free education is also offered in the same schools which are known as no fee schools: no fees are paid and stationery and textbooks are subsidised by the government. In 2015 children at these schools were also supplied with schoolbags. In this way the Department of Education is trying to meet children's needs in order to encourage education in South Africa.

Education takes place in many locations, including in the home, the community, and the schools (Schiro, 2008:148). It is in the schools where educators focus their endeavours; whether the school is located in a school building, home, factory or park. Schools then become social institutions through which leadership is provided and action is initiated to reconstruct society (Schiro, 2008:148).

Educating a learner is not a solitary task, but a system that provides opportunities for students, teachers, parents, and communities to grow. Educating learners also provides the means of sustaining a global society, inspiring innovation, and promoting human dignity (Farber, 2010: x).

Educators have therefore to play an important role in promoting learning and development in their classrooms, which demands insight, knowledge, and empathy

from the educator. Mwamwenda, (2004:93) goes on to say that the different levels of development of learners being taught should be taken into consideration: it appears that a learners' understanding is restricted by the developmental stage he has reached. This implies that the educator should intentionally intervene and direct learners in the learning process, but should not tell them what to think. Learners' previous knowledge is important: the teacher must take it from there, promoting and assessing the level of individual learners' development. Learners are not empty vessels; they go to school having something in their minds which is to be developed and shaped in a formal way at school.

If schools can be conceived as entrepreneurial organisations, or even as businesses of learning, students should be recognised as the clients, while teachers are in line with professionals who, as with equivalent skilled workers in a company, deliver material and engage with the clients on a day-to-day basis (Eakle, 2012:23). Teachers are key to the success of the organisation as a whole, as well as paramount to the success of the clients the institution serves.

The role of educators has expanded to a point that educators have to wear many hats, namely: teacher, coach, surrogate parent, nurse, record-keeper, social worker, technology expert, knowledge specialist, priest/pastor and special-education expert (Slabbert, De Kock, Hathng, 2009: i). At school, children are developed as a whole; it is the teacher who is responsible for guiding those learners towards that development. This means that a teacher must be knowledgeable.

According to Kamla-Raj (2013:39-46), the classroom teaching/learning relationship is by its very nature dynamic rather than static and predictable. The teaching and learning will unfold differently in different circumstances and teachers' roles will change accordingly.

Among the challenges facing education in South Africa is code-switching by teachers and learners. This is one of the well-documented responses to learners' poor proficiency in the language of learning and teaching (Wright, 2012:59). Gibson (2006 in Wright, 2012:59) also argues for the need for teachers to provide access to the curriculum through a horizontal "bridging-discourse" between everyday language and academic language, between home language and English, between everyday knowledge and specialised scientific knowledge.

All teaching and learning is rooted in effective communication. The way in which teachers model the use of languages in all its richness, has a telling impact on young minds (Blatchford, 2013:20). Pupils will always mirror their teachers' attitudes and behaviour. This is as true of seven-year-olds in an infant classroom as it is true of a class of teenagers (Blatchford, 2013:12).

South Africa was ruled by an apartheid government. As such, its education contributed greatly to the challenges facing South African educationists. In South Africa there are schools in deep-rural areas such as those in Libode Mega and even Mthatha (the then -Transkei, specifically) in which there is no electricity, let alone libraries and laboratories. This becomes a challenge even to policy makers because

they are not able to plan the curriculum which exactly fits all these South African learners.

The literature on school reform is replete with accounts of school improvement failures. As a result, schools lose sight of student learning as their primary goal; they suffer from change overload (Fullan, 2002).

What is really noticed in the new democratic South Africa is that every five years there are some new amendments to and/ revisiting of the current curriculum to meet the new demands. In twenty years, the curricula which have already been introduced are C2005; RNCS; NCS, and currently CAPS. These curriculum changes were implemented between 2007 and 2012. Such rapid and unexpected (if at times unnecessary) changes confuses teachers (curriculum agents and implementers) in that they are not given any chance to settle and bond with the new curriculum being introduced.

On a Wednesday, September 11, 2013-10:31 in an NGO News & Views article, a 19-year-old learner, when pressed to describe what is so bad at her school said that the problem mostly is with teachers. Teachers sometimes just talk about whatever- nothing to do with education. They are not monitored to make sure that they are doing a good job. David Silman, a director at the Basic Education Department admits to this, saying that the content knowledge of teachers is a serious problem. Teachers must take the flak for South Africa's declining educational standards (Department of Education, 2013).

Learning is regarded as a process of creating new knowledge, and not just as a process of acquiring information (Nieman and Monyai, 2011:93). Social constructivism sees learning as a social process whereby students acquire knowledge through interaction with their environment, instead of merely relying on the teachers' lectures. Learners have to be independent and be free to interact with their environment when conducting research and presenting their findings.

Johannes et al. (2009:107) argues that learning is a construction of meaning by the learner him or herself which he or she did not previously possess. Learners must be encouraged by their teachers to research. For behavioural psychologists, learning means acquiring new behaviours, and new behaviours are learned because of the role played by external stimuli.

Thus, a behavioural approach to teaching involves arranging and implementing those conditions that make it highly likely that a desired response will occur in the presence of a particular stimulus (such as reading a sentence fluently, accurately using the correct mathematical operations, and giving the correct English translation of a paragraph (Snowman, Mc Cowan & Biehler, 2009:379).

Wooflock (2004:198) describes learning as a process of interactive experiences, which causes a relatively permanent change in an individual's knowledge and behaviour, whereas McMillan (2007:12) postulates that learning is an on-going

process in which learners actively receive, interpret and relate information to what they already know, understand, and have experienced.

According to Schiro (2008:160), learning is primarily a social act rather than an individual act. In both process and product, in both means and ends, it aims mainly at social self-efficacy. Educators within each ideology have different views about learning, which are as follows:

- ❖ Scholar academics view learning from the perspective of the transmitter of what is to be learned;
- ❖ Learners are the primary active agents during learning, rather than from the perspective of the receiver of learning.

Social-efficiency educators view learning as a process through which learners' behaviours is shaped by an agent outside themselves. Social-efficiency educators believe that learning takes place when a change in the organisation of the mind manifests itself as a change in behaviour. Learner-centred educators view learning as a by-product of growth, during which learners make meaning through creative self-expression as a result of organically interacting with their environment in a mode congruent with their inner nature (Schiro, 2008:160).

Social reconstructionist view learning as children having inculcated into them a way of viewing events in their environment through intelligence oriented around a vision of a future good society. This intelligence allows them to learn things both in relation

to what they already know and within the context in which they occur (Schiro, 2008:160).

Osterman and Koltkamp (2004:16 in Sullivan and Glanz, 2006:16) define learning as an active process requiring the involvement of the learner. Learning must be acknowledged and build on prior experiences and knowledge. Learners construct meaning through experience. Learning is more effective when it takes place as a collaborative rather than an isolated activity and in a context relevant to a learner.

Mohanan in Slabbert (2009:103) states the following: “If the teaching activities do not result in learning, there has been no teaching. Likewise if the learning is lacking in quality, the teaching is unsuccessful to that extent.” This implies the following: Teaching should cause learning to take place; learning, therefore, is fundamental; learning should be the highest possible quality process that is able to produce the highest possible quality product; knowledge then depends on what a learner has to learn at that time and what skills are required for the learner to have achieved the outcome. Knowledge also depends on the societal and also nationwide demands that are there at that time; hence curriculum needs to be revisited or changed if possible.

The new curriculum which was introduced in South Africa is good and it benefits the country’s children who are South Africa’s future leaders. If implemented as planned, these learners could benefit from it by being able to compete in the outside world. However, the problem lies with the training of teachers who are the custodians and

implementers of the new curriculum. Teaching obviously may cause learning to take place; however, the question is: “Is the learning of the highest possible quality, able to produce the highest quality product maintained in all rural schools in South Africa?”

Teachers undergo specialised training in subject-area knowledge and how to teach it, and they know the qualities, needs, and differences of children more than other stakeholders and the state-wide level. Teachers possess substantial knowledge, technical expertise, and first-hand knowledge about student learning. Such vast knowledge positions teachers well to influence the professionalization of schools and negotiate the complex work of instruction across provinces (Eakle, 2012:25). As with other professionals, teachers should serve as decision-makers regarding the curricula that they teach.

According to Farber (2010: xii), teaching is a celebration of learning. Teaching is an opportunity of setting goals for the future, for learners in classrooms, for stakeholders in communities, and even for global village, Earth. Farber continues that, in order to meet those goals, teachers need more than a love of children. Teachers need to believe in the potential that each child brings to the classroom, making a concerted effort to help that child soar. Most importantly, teachers must believe in their ability to make a change for the better.

At one level, the intention of teaching is to reconstruct society. At another level, the intention of teaching is to stimulate students to reconstruct themselves so that they

can contribute to the reconstruction of society; to stimulate the students to learn how to reconstruct society (Schiro, 2008:148).

Teaching is complex work because it requires a wide range of knowledge and skills. It is not the simple, straightforward enterprise some people imagine it to be; in fact, it ranks in the top quartile on complexity for all occupations (Snowman, Mc Cowan & Biehler, 2009:3). The U.S. Department of Labor includes teachers in the same occupational group as engineers, architects, computer scientists, and lawyers (U.S. Department of Labor, 2001 in Snowman et al, 2009:3). Teachers have daily responsibility for diverse populations of students with varied and sometimes contradictory needs.

The view that teaching is a complex activity that requires in-depth knowledge in a number of areas has been recognised by the National Board for Professional Teaching Standards (Snowman et al., 2009:3). The Board's standards are based on the following five propositions (National Board for Professional Teaching Standards, 2003 in Snowman et al, 2009:3): Teachers must be committed to students and their learning; teachers must know the subjects they teach and how to teach those subjects to students; teachers are responsible for managing and monitoring student learning; teachers must think systematically about their practice and learn from experience; and teachers are members of learning communities.

Sachs (2004: i) views teaching as an increasingly complex work, requiring the highest standards of professional practice to perform it well. It is the key agent of

change in today's knowledge society. Teachers are midwives of that knowledge society. Without them, or their competence, the future will be malformed and stillborn. Teaching has to compete much harder against other professions for high calibre candidates.

Teaching mainly rests in the content of the curriculum and quality of the knowledge that the teacher has and controls (Light, Cox, & Calkins, 2009: i). Good teaching consists of having sound academic knowledge, which is well structured and clearly delivered. Light et al. (2009:i) continues by saying that there is no point in teaching a course if an instructor cannot bring about a significant change in knowledge in terms of approach, conception, attitude and behaviour. This is an important requirement of traditional undergraduate teaching; however, where the transmission model predominates, the focus is frequently on the remedial and on accumulation of basic knowledge and skills.

Hence Light et al (2009: i) states that an instructor (teacher in the case of a school) has to bring a significant change in knowledge. Teaching involves relationships; therefore this significant change will be positively received if good approach, attitude, and behaviour are displayed by the teacher.

Tyler's ideas regarding teaching are that the educator must specify the educational purpose by listing the behavioural objectives, then select content and teaching activities that fit the objectives, implement this prescription concluding by assessing whether the learners have met the objectives (Du Plessies & Booyse, (2012:8).

Can teachers expect their students to be democratic if they themselves continue with a practice that favours knowledge production, if they continue to wield the power of the red pen? Teacher educators need to consider whether they really enable their students to interpret syllabi in a way that encourage them to ask the following questions (Department of Education, (2014):

- ❖ Why am I teaching this?
- ❖ Why am I teaching like this?

The curriculum document in (Department of Education, 2014)) says, “By 2025 we must see the following in every South African school: Learners who attend school every day and are on time; want to come to school, the school is accessible and because they know that if they miss school when they should not, some action will be taken....; teachers, who have received the training they require, are continually improving their capabilities and are confident in their profession...; learning and teaching materials in abundance and of a high quality....and; school buildings and facilities that are spacious, functional, safe and well maintained...”

The concern of the researcher is the action taken apropos of learners who miss school when they should not. What will be new with schooling 2025 because with all the curricula underpinning OBE (C2005, RNCS,NCS,CAPS) teachers are still not confident in their profession, owing to lack of training they require. Which high quality of learning and teaching material does the document refer to, because the computers they have mentioned, will not operate in all schools: most teachers are

not computer-literate especially in rural areas of the then Transkei; and lastly, where are the well-maintained, spacious school buildings?

Being a teacher today is not a high-profile profession in the way it once was (Wright, 2012:139), and the financial rewards are not great. Unless South Africa renovates its education system so that it works even for rural learners in the same way as for urban learners, in years to come, we will find ourselves in a country replete with the same troubles and conflicts that have made life in post-colonial Africa so difficult and unbearable for so many (Wright, 2012:139).

Other teachers experience difficulty because their training has not equipped them with a repertoire of skills to use in the classroom, or because they have developed unhelpful practices that have gone unchecked. These teachers must acquire a “tool kit” of skills and approaches that may be constantly updated throughout their careers. However, they may view attempts to encourage them to try new approaches as indirect or personal criticism, and, as a result, may be highly resistant (Jones, Jenkin & Lord, 2006:21).

From the researcher’s experience as a teacher, the way in which the curriculum is planned by its planners does not suit rural and deep-rural school learners, there not being sufficient infrastructures in those schools. This refers also to libraries and laboratories. Moreover in some schools there is no electricity allowing learners to access the Internet for conducting research. Human resources are also lacking in most rural schools owing to redeployment programmes from the Department of

Education. Even if learners are few, the learning areas are the same as in schools with many learners.

It is essential to see the problems facing our schools in a wider context (Moloi, 2002: xiv). Schools do not operate in a vacuum. They are inextricably connected to the immediate environment, which in turn is influenced by the remote environment. What happens in our schools today can, and does, negatively affect the complex web of interrelationships in which they are participants. South African public schools are partially dependent on all sorts of resources from within the country and beyond.

The teacher's job is to make sure that learners work appropriately through the curriculum, acquiring their ultimate outcome. The teacher is the manager of the conditions of learning who both prepares the learning environment for learners and supervises their work in that environment (Schiro, 2008:85-86). Teachers must learn if learners are to succeed, and learners must learn if society is to succeed (Moloi, 2002: xiv).

2.3.1. Effective teaching

Effective teaching may be defined as teaching which successfully achieves the learning by pupils intended by the teacher. The teacher must have a clear idea of the learning to be fostered. Teachers set up and provides a learning experience which achieves this. Effective teaching requires the teacher's commitment to being effective (Kyriacou, 2001:5).

Even under the most conducive of circumstances, teaching is a very difficult job to do well (Department of Education, 2014). Alternative non-traditional methods of course presentations are being considered by the researchers to improve the effectiveness of presentations which, in turn, can promote students learning and the development of skills (Felder & Brent, 2010:121-134).

OBE is a learner-centred approach that builds on the principle that all learners can achieve well given enough time. Training the teaching corps who has a traditional teacher-centred orientation is a mammoth undertaking. However, despite the overwhelming support for the principles of OBE, and considerable effort and hard work by the national and provincial education departments, the combination of the far-reaching changes occurring at an extraordinary pace has taken its toll on the system (Wolhurter, Lemmer & de Wet, 2007:38).

Effective teaching and learning may be achieved by focusing on the following points during preparation and presentation of a lecture (lesson, in the case of a junior secondary school), as presented by Carbone, Conway and Farr, 2004:3): strategic planning; tactical and mental preparation; delivery; relationship with class; demonstrating and encouraging of competency; understanding the students' context; and teaching inductively and Interactively (Carbone, Conway and Farr, 2004:3).

Time management is one of the most important aspects of effective teaching and effective curriculum implementation. Time wasted never return, therefore, apart from

frequent changes to the curriculum negatively affecting teaching, wasting time by learners and their teachers may equally negatively affect teaching.

Effective teaching and learning depend on communication through appropriate accessible language, so that learners can make sense of the educator's explanations (Nieman & Monyai, 2011:22). However two questions arise concerning the above statement: 1) how can our many languages be used as a valuable resource in the classroom?; and 2) what challenges do educators and their learners' face when language other than the home language is used for learning and teaching?

Killen (2006:3) lists in his book the effective teaching strategies which indicate that high quality learning has occurred. Students should be able to apply their knowledge to solve problems; communicate their knowledge to others; perceive relationships between their existing knowledge and the new thing they are learning; retain newly acquired knowledge for a long time; be able to discover or create new knowledge for themselves; and they should want to learn. This view is supported by Osterman and Koltkamp (2004:16) in that learning must acknowledge and build on prior experiences; and knowledge, in that; learners construct knowledge through experience.

To teach higher order-thinking in the classroom as part of effective teaching strategies, students must be aware of how to focus at all times on lectures (lessons in junior secondary school). The lecture (lesson) must therefore instruct the class in

such a way that will encourage students to think more competently and efficiently. Active teaching and learning methods engage students more directly and usefully in presenting material to the students in a manner which will be more productive than traditional thinking (Orlich, Harder, Callahan, Trevisan, and Brown, 2007:288).

Effective mediation of learning can happen only if one uses the learner's experiences and existing knowledge as a point of departure to help learners construct new knowledge, attaching to it their own meaning (Nieman & Monyai, 2011:136). Each learner comes to the classroom with his unique set of experiences which will determine how he will integrate new information with existing knowledge to construct a rich, new understanding (Nieman & Monyai, 2011:7).

Teachers are viewed as active agents in the business of learning. Schiro (2008:160) says that learning is not a passive process of incorporating objective reality into the mind by simple absorption. Learners actively choose from among their many sensory experiences those that they will become cognizant of (the perceptive function), transforming those sensations into perceptions that have meaning in relation to their existing structures (the interpretive function).

The cornerstone of effective teaching lies in the expectations teachers set down for their pupils. Hence teachers' standards must be set high, teachers being expected to inspire, motivate and challenge pupils (Blatchford, 2013:11).

Reflective teachers set aside time to think about what they do in class, why they do it, and how their methods affect student performance (Snowman et al., 2009:13). Any kind of teaching requires toughness (Canestrari, 2004:213). Teachers have to have firm convictions about a great deal of material about which they are not, always sure. Students must make use of correct learning strategies to achieve effective learning.

Learning strategies may involve any activity which the students use to achieve a learning goal (outcome in the case of OBE) e.g. cognitive, meta-cognitive, motivational and affective. Cognitive strategies may be rehearsal, elaboration, and organisation (De La Harpe & Radloff, 2007:23).

Rehearsal helps the student's attention and the ability to encode information. Elaboration helps the student to improve his/ her long-term memory and to make a connection between existing (old) and new information. The student uses what he/ she already know to understand the new information. Organisation helps the student to select appropriate information and to make a connection between the various facet of the information (De La Harpe & Radloff, 2007:23).

For successful implementation of the new curriculum introduced, and for effective teaching and learning to take place in teaching and learning institutions, all stake holders must be hands-on in planning of the new curriculum.

It is essential to see the problems facing our schools in a wider context. Schools do not operate in a vacuum. They are inextricably connected to the immediate environment, which is in turn influenced by the remote environment. South African public schools are partially dependent on all sorts of resources from within the country and beyond (Moloi, 2002: xiv).

This means that for teaching and learning to accomplish the set goals in our schools, communities in which the schools are built should take full responsibility for their children's learning, providing learning material if possible. Education leaders should see to it that the resources that are used in urban schools are also found in rural and deep-rural schools (Moloi, 2002: xiv).

Effective teaching is provided by effective teachers, which results in the effectiveness of the school. McBer (2000 in Jones et al, 2006:4) maintain that competent teachers in future will need to deal with a climate of continual change, in which distance learning and other teaching media will become more prevalent.

The greatest impact in overall school effectiveness is owing to classroom level factors, rather than school level factors. For this reason, attempting to identify what makes an effective teacher has become an important feature within the recognised research community (Jones et al., 2006:5) Muijs and Reynolds (2005 in Jones et al., 2006:5) conclude that effective teachers have a positive attitude, and high expectations of what pupils can achieve. Such teachers use a variety of teaching

methods; they incorporate pupils' ideas and provide appropriate and varied questioning.

Other teachers experience difficulty because their training has not equipped them with a repertoire of skills to use in the classroom, or because they have developed unhelpful practices that have gone unchecked. If their basic training has not encouraged self-reflection for bringing about improvement, such teachers may be reluctant to take risks or attempt the new methods and practices (Jones et al., 2006:21).

2.4. Conceptualization of Education

The concept of education has, over centuries, enthralled the minds of scholars and academics. Education has experienced a transition. Earlier, education, formal and non-formal, was expected to be the principal vehicle for social change, helping to define the new society, enabling its citizens to function effectively within it. Not only were the illiterate to learn to read and write, but they and other newly educated were also to foster innovation, to accelerate generation and diffusion of ideas and technologies, and to monitor and manage a responsive political system. It was also to be the vehicle for redressing discrimination and inequality, both in a daily practise and in popular understanding (mo Thutong & ka ga Thuto, 2001:7).

Education influences and reflects the values of society, and the kind of society we wish to be. It is important therefore to recognise a broad set of common values and

purposes that underpin the school curriculum and the work of schools (White, 2004:2). Education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work (White, 2004:3).

Education is the process of facilitating learning. Knowledge, skills, values, beliefs and habits of a group of people are transferred to other people through storytelling, discussion, teaching, training or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning (Redden, 2009).

Education in South Africa is governed by two national departments, namely the Department of Basic Education (DBE), which is responsible for primary and secondary schools, and the Department of Higher Education and Training (DHET), which is responsible for tertiary education and vocational training (Department of Education, 2011)

Johannes et al (2009:33), discussing the purpose of education said, “We must abandon complete the naïve faith, that schooling automatically liberates the mind and serves the cause of human progress; in fact, we know that it may serve any cause. It may serve tyranny as well as freedom, ignorance as well as enlightenment, falsehood as well as truth, war as well as peace, death as well as life. Education is indeed a force of a great power, particularly when the word is made to embrace all the agencies and organised processes for moulding the mind, but whether it is good

or evil depends, not on the laws of learning, but on the conception of life and civilisation that gives substance and direction.”

Improving the quality of education is arguably the most critical element of successful Education for All (EFA) in Africa. Improvement in the teaching and learning process that results in enhanced learning outcomes has been very difficult to bring about in both developing and industrialised countries (Johnson, 2008:13).

Education, which is seen as the backbone of society, affects every person. The Department of Education, (2003) believes that, the values, customs and culture of any society are vital in formulating education policies, therefore, the transition, as a process of change, must take into account societal interest.

It is debatable whether imposed educational change can successfully be implemented and sustained without agents (teachers), who mediate between the agenda and the actual change in the classroom, buying into the agenda (Swannepoel, 2008: 2).

Indeed, the success of any educational reforms and policies depends solely on teachers in their institutions and classrooms. As professional practitioners they have complete freedom in their practice in the classrooms. If they have a negative perception of a new policy and are not properly listened to, there is little progress to be seen (Ainscow, 2002:45).

Mwamwenda (2004:96) recommends that the following should be kept in mind: Ensuring that the education is developmentally appropriate, otherwise learners will not be able to comprehend what is being taught or what to learn. By implication the curriculum, learning mediation, and learning material, should match the learners' developmental stages.

2.5. The concept of curriculum

The broadest definition of curriculum is that it provides all the learning experiences set by a school to achieve specified educational objectives. An analysis of the school curriculum thus needs to explore four key elements of the curriculum: - educational aims and objectives, - content, - teaching methods, - outcomes and assessment practices (Kyriacou, 2001:143). A curriculum is only as good as the quality of its teachers.

The word curriculum refers to the selection of knowledge. This means that curriculum policy makers or developers need to think very carefully about which knowledge they are including and which they are excluding, stating pertinent reasons for choices. Such officials also think about how to organise the knowledge and decide what learners have to learn, in what particular order it must be learned, and in what space and time the learning must take place (Du Plessis & Booysse, 2012:24-25).

A curriculum must be planned not by the politicians and their aides, but by those who actually understand and translate the curriculum, working in the context of proper democratic control and accountability. The solution has to be found in a policy of extensive consultation (of a genuine kind) between policy-makers and professionals, to enable the input of expertise while guarding against possible dominance (Kelly, 2004:218).

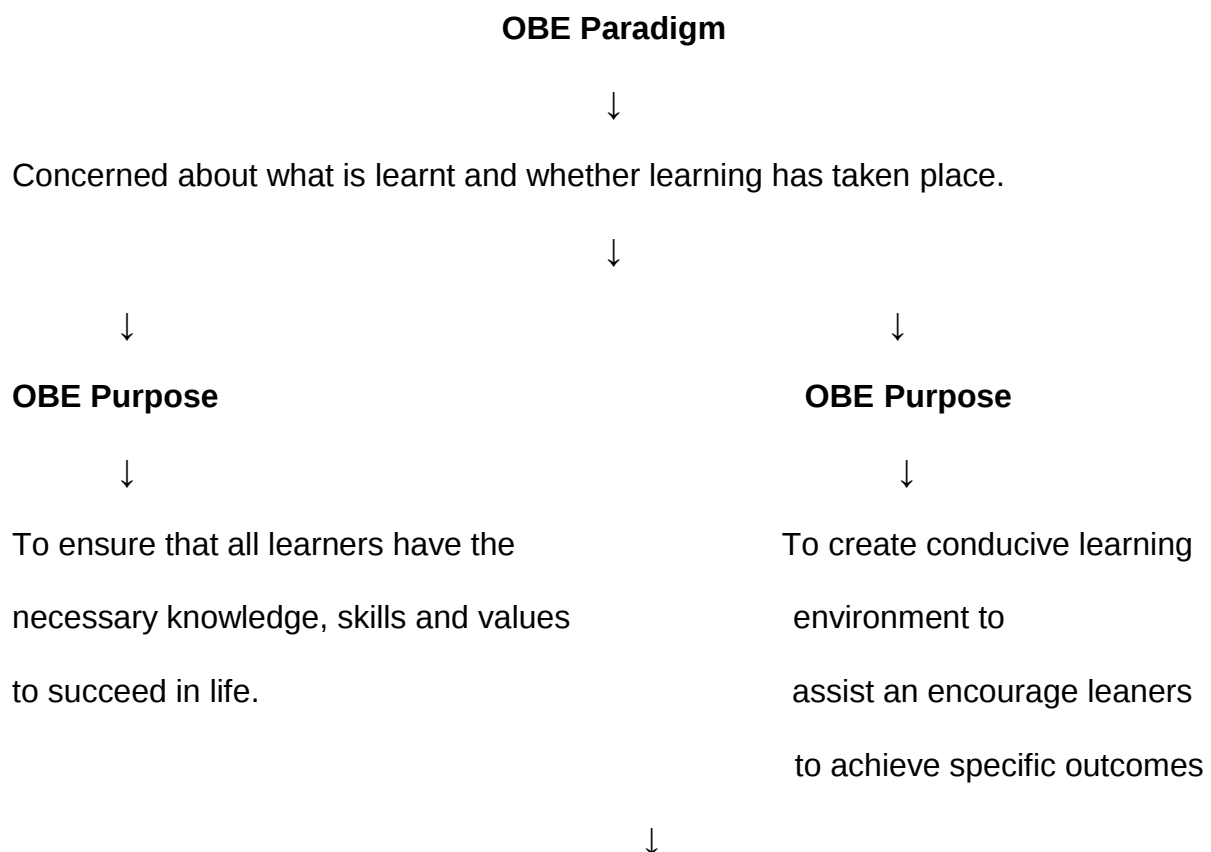
Creating effective curricula requires a balance between past, present, and future. Teachers are at risk of focusing solely on their own educational experiences and content areas at the expense of relevance, innovation, and circumspection (Eakle, 2012:31). Exploration of current efforts by education stakeholders is of paramount importance to design effective and responsive state curricula, thus preparing students for current circumstances, simultaneously preparing them for the future endeavours.

Eakle (2012:31) continues by saying that voices that are from diverse places are helpful in transforming pedagogy via an emphasis on concerns of content knowledge, critical thinking, and the changing demands of technological and social flux. Such balanced curricula promote a notion of being informed citizens in a relevant and useful manner. For a curriculum to be effective, educators must take many factors into consideration (Du Plessies & Booyse, 2012:33). Educators must also consult policy documents.

The Eastern Cape Department of Education (2003) defines the national curriculum as a primary source of support and direction for learning and teaching in the education system; the curriculum plays the role of equalizer in terms of educational standards. Therefore Outcomes Based Education (OBE) may be understood as a concept or philosophy that frames the latest educational policy and curriculum document.

Meyer et al. (2013:197) specify philosophies and theories underpinning OBE as follows:

Table 2 : Philosophies and theories underpinning OBE.



OBE Premise

↓

By acknowledging learner

Differences, all learners can
succeed.

↓

Success promotes success

Learning

environment

create and

control

conditions for

success

↓

OBE Premise

↓

Clarity of focus

↓

Design down, deliver
up

↓

Expanded
opportunities

↓

High
expectations

These concepts were included the package of the new education system, Outcomes Based Education. Teachers were at sea because they had first to understand the terminology before applying it to their process of preparation; they were not clear on how to proceed. Even now, in rural schools there is not much improvement because infrastructure is lacking to ensure that all learners have the necessary knowledge and skills to succeed in life.

As mentioned by Meyer et al (2013), the new curriculum is based on education with outcomes which involve skills, knowledge, values, and attitudes (SKVAs). Teachers who are supposed to be the new curriculum implementers seem unable to present these concepts competently to their learners in the classroom. This is because (thee then?) education was previously only concerned with knowledge in the form of memorising notes written on the chalkboard by the teacher, such notes taken from the prescribed textbook.

2.5.1. Various types of curricula

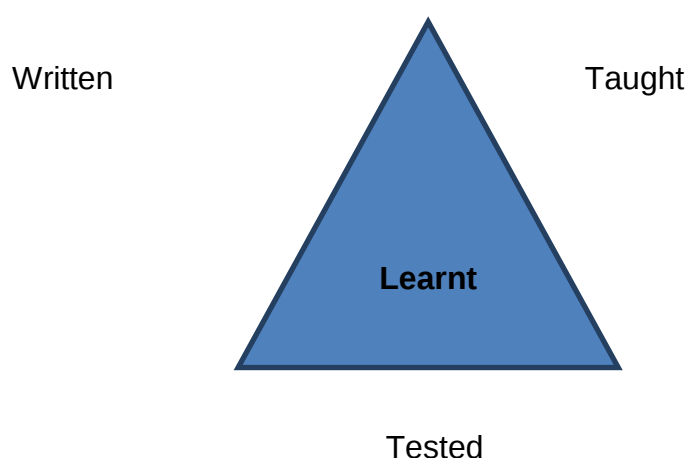
Glatthorn (2006:83) identifies the various types of curricula as follows:

- ❖ Hidden curriculum or unintended curriculum which is what learners learn from the school culture and climate. This includes time management, school discipline and funding for programmes and activities. In school policy, punctuality may be emphasised; however, in reality, educators arrive late for classes. Learners are also tardy in arriving for lessons, and do not submit work punctually.
- ❖ Excluded curriculum is defined as what is left out of the curriculum, intentionally or unintentionally.
- ❖ Recommended curriculum is what subject experts recommend for a specific subject or learning area.
- ❖ Written or intended curriculum is the document produced by government that specifies what is to be taught (policy document for CAPS in this case).

- ❖ Supported curriculum is the curriculum found in textbooks, software and multimedia materials that has a significant influence on what is taught.
- ❖ Tested or assessed curriculum is that which is contained in state tests, school systems tests and educator made tests. A tested curriculum provides valuable feedback about each students' understanding of essential content, concepts, and skills.
- ❖ Taught curriculum is the curriculum that the educators actually deliver to the learners.
- ❖ Learned curriculum is what learners have learnt. This is to be demonstrated by learner performance in various forms of assessment made on learners.

Glatthorn (2006:83) describes the types of curricula that may be used in schools when implementing the curriculum as the written, taught, learnt, and assessed or tested curriculum. This section of the study will concentrate on these four recently mentioned curricula.

FIGURE 1: Types of curricula that may be used in schools



Different types of curricula adapted from aligning the curriculum: Glatthorn (2006:85).

- ❖ **A written curriculum** is that which appears in the state document. A written curriculum may be defined as non- negotiable standards, objectives, and expectations that students are to achieve while in school. This is a road-map used to ensure that each learner meets the objectives stated in the state documents.

According to Webber, (2008:75), principles that must be adhered to in the written curriculum are: curriculum development which is an on-going process reflecting the understanding of the growth and development of learners in our changing society and the needs for the community; the curriculum, which is based on the core set of non-negotiable objectives, guiding decisions about teaching and learning, developed such that learners go from educator to educator. Learners have the opportunity of

achieving the same objectives or outcomes and assessment standards at each grade reviewed and updated regularly, and assessed regularly.

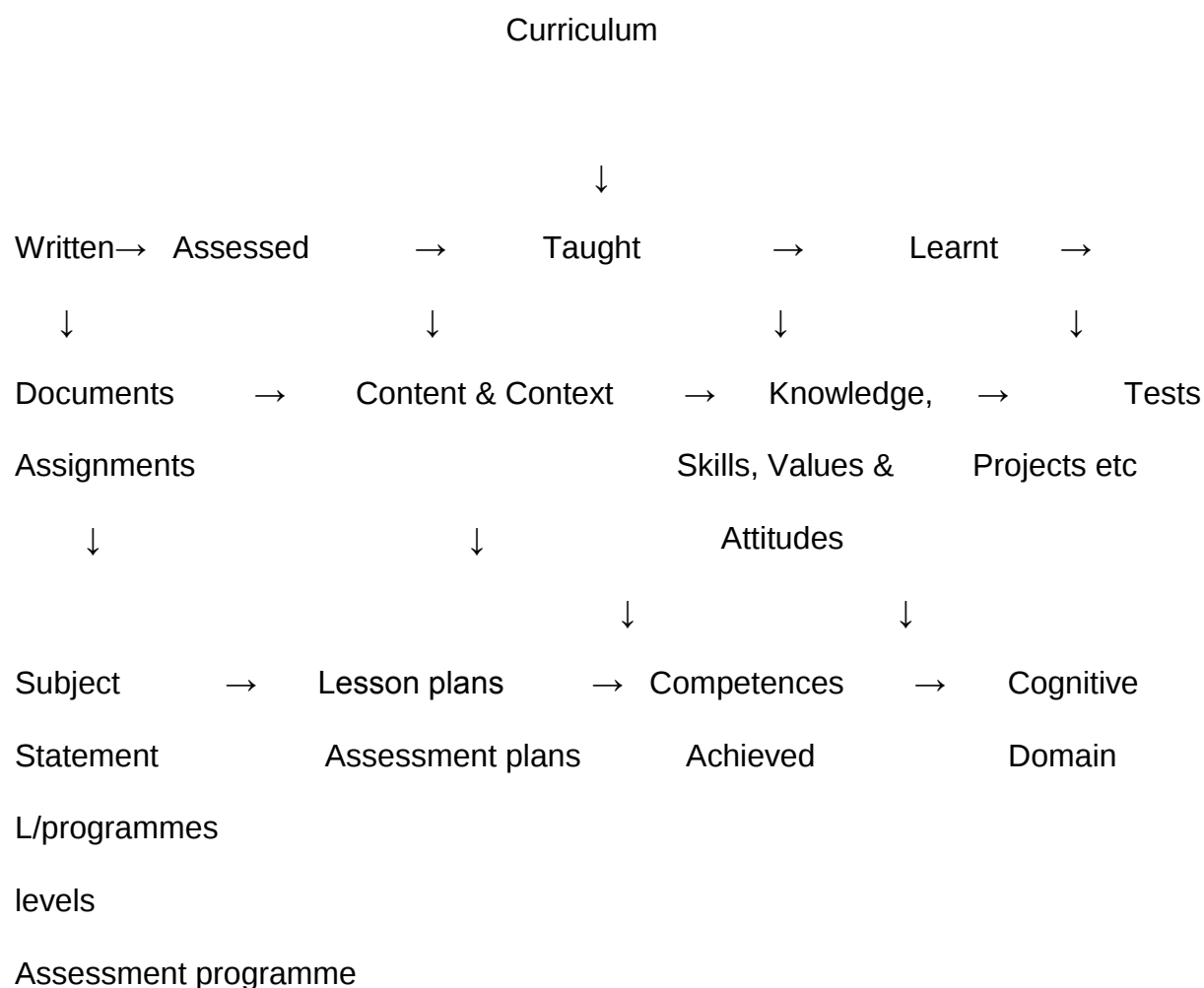
The written curriculum will have little impact and be ineffective on learner achievement unless it becomes a taught curriculum (Webber, 2008:75).

❖ **The taught curriculum** refers to the content, and the way in which the written curriculum is taught. This encompasses the instructions and the process by which the educators plan to organise and deliver lessons according to the written curriculum. Thus all educators have the responsibility of developing the written curriculum. Educators are expected to teach and assess the expectations as aligned and articulated in their subject-area curriculum guides.

The effectiveness of what is taught must be assessed or tested, hence the provision of a tested or assessed curriculum.

❖ **The tested curriculum** is learner assessment, both formal and informal, used to evaluate learner progress towards mastery of the written curriculum; hence assessment is the backbone of a curriculum. One cannot decide whether curriculum implementation is successful without assessing learners' performance, whether formally or informally. This also seems to have an effect on teacher's performance in class, offering as it does some new terminology which must be mastered (Webber, 2008).

Table 3: Content of Curriculum Plan:



The school curriculum is, according to Carl, (2010:205) those formal and informal contents and processes which assist learners to acquire knowledge and understanding, to develop skills and attitudes and to acquire values while they are under the control of the school. This therefore comprises the subjects, the more comprehensive subject curricula, and the subject choices offered by the school, as well as the co-curricular activities.

2.6. Education curriculum change with special focus on South Africa

Change can arouse emotions and despair; at the same time if taken positively it can foster hope, growth and progress. Jacob, Vakalisa and Gawe (2004:314) point out that, despite training designed to prepare teachers for changes in curriculum, teachers always show uncertainty and frustration, struggling to apply change in their classrooms.

Significant curriculum change is more than a simple adjustment of the curriculum. Significant change apropos of the curriculum extends to most other facets of schooling, including teaching, learning, administration, and the culture of the school. Major change demands the attention of the community and the full range of school personnel (Reed, 2000:39).

Developing a curriculum is a comprehensive and multidimensional process, in which a curriculum is planned, designed, and then implemented in the classrooms (Oliva, 2009; Ornstein & Hunkins, 2009). The responsibility of curriculum development resides in the hands of outside experts or national specialists (Dogan, 2012).

This approach separates curriculum from instruction and prevents schools from having a unique structure and culture (Carl, 2009), as curriculum implementers whose role is to adopt official curriculum in their classroom.

There are a number of curriculum development models consigning teachers to the essential role of curriculum designer. One such development model is curriculum mapping. Curriculum mapping is a new and innovative approach to the curriculum development process in which curriculum planning, teacher-teacher collaboration, reflective inquiry, technology integration, and academic standards are included as important components (Benade, 2008; Indiana Department of Education, 2007; 2009; Jacobs, 1997; Jacobs & Johnson, 2009; Kercheval & Newbill, 2001; Udelhofen, 2005; Virginia Department of Education, 2000).

A curriculum changes because it should not only be the means for students to learn; it should also provide students with what is needed for life after school. Each learner should be au fait with the outside world in as far as knowledge and skills are concerned. The impact of such change depends on conditions such as availability of successfully trained human resources, equipment to implement the curriculum, together with the infrastructure (Benade, *ibid.*).

In Minister Angie Motsekga's statement in July 2010, the education minister indicated that the new Curriculum Schooling 2025 would replace the highly criticised outcomes-based education system introduced in 1997. However, OBE would not be completely discarded but would be modified in an effort to improve the performance of scholars. The new Curriculum and Assessment Policy Statement will replace the existing method, where assessment requirements were mapped onto the achievement of outcomes and assessment standards (Department of Education, 2010).

Education in South Africa has not achieved the expected results, hence the present minister of education, Minister Angie Motshekga, is concerned with the criticised requirements for a matric parts in South Africa, as these students are not considered fit for university entry level. This was quoted in the Sunday Times, (August, 3, 2014), “It’s an absolute disgrace that you can pass matric with a mark of 30%.”

The Daily Dispatch, (August 4, 2014), commented on South African education: “These days pupils only need a 30% pass to get into university, which is a joke. Would anyone want to be seen by a doctor who only managed to achieve 30%, but qualified? I think not.”

This implies that, despite the introduction of the curriculum, revised and/or amended since 1997, education has not advanced. Most high school teachers complain about learners who come untaught from junior secondary schools, hence the Department of Education is busy moving all grades 8 and 9 classes which were still in the GET band (in the then-Transkei schools) to the FET band. This complaint may have arisen because teachers in junior secondary schools are bound by the policy which demands that age cohort and years in phase should be considered when learner progression is conducted at the end of the year.

Among the proposals by the task team which was appointed by the minister of education to research matric pass requirements, the following were selected by the researcher: the pass mark should be raised to at least 40% in three subjects;

sweeping changes must be made in testing and marking; Mathematics must be compulsory at all schools, and Life Orientation should be dropped as a test subject.

The task team also focused on issues aimed at teachers.

The way schools award marks during the year must be monitored so that standards may be universally maintained. A national grade 9 exit certificate qualification should be introduced (Sunday Times, August, 2014).

The team said that, 20 years into democracy, tests revealed that South African pupils were far from reaching minimum, basic competencies across the curriculum. Observers agree that teachers are uncertain of what they are doing and/or how to do it. This may be owing to the continual change in curriculum, teachers not having time to familiarise themselves properly with any curriculum policy being introduced.

Cochram-Smith (2005:280) has the view that educational change is thought to be one of the major challenges of the new millennium. Being a teacher means adopting teaching practices that might be considered "against the grain" and against widely held, current beliefs apropos of education practice. The aforementioned researcher further suggests that educational change must be integrated with professional development (Cochram-Smith, 2001:95).

The launch of Curriculum 2005 (C2005), as the new curriculum was called, came with many changes, bringing frustration both to teachers and learners, and other

education stakeholders. C2005 was then revised and adapted to suit the school environment (Engelbrecht and Green, 2007).

In Cochran-Smith (2005:143) it is mentioned that recent government attempts to improve the professional status of teachers through policies such as the Norms and Standards for Teacher Education (NSE) (Department of Education, 2000), Training and Development Strategy (TDS) (Department of Education, 2005), and the more recent National Policy Framework for Teacher Education and Development in South Africa (NPFTE) (Department of Education, 2007), will fail, unless teachers' working conditions improve, and teachers' sense of professionalism and autonomy, as well as their role to inform and formulate policies in their own right as human beings within a democracy are emphasised (Carrim, 2003:19; Bullough, 2002:237).

In South Africa there was previously an education system that was content based, inflexible, oppressive, and segregated in terms of disability and race. It was determined by the time and calendar, and by the failing and passing at the end of the year. A shift has taken place towards a new, liberating system of education that is, outcomes-based, inclusive in terms of disability and race, and with a flexible approach to time and promotion.

This new, liberating system of education requires teachers to adopt high expectations of learners, irrespective of the place at which they learn. This implies that the learner and teacher must both be very clear from the beginning about what the learner should demonstrate at the end of the learning experience. One response

to curriculum policy changes has noted the intensification of social difference that has resulted, and the changes and additional pressures that have been placed on the teaching profession as frontline implementers of educational change. Teachers, and the work that they do, have been heavily implicated in these new educational trends.

2.6.1. Curriculum 2005 (C2005)

The introduction of OBE brought about many changes to the South African curriculum. It promoted curriculum and assessment based on the constructivism approach, and discouraged traditional education approaches which were based on the direct instruction of facts and standard methods (Lekgoathi, 2010:107).

Curriculum 2005 emerged as a political and not an educational project. The OBE curriculum did not emerge from debates within the education sector asking questions about the most viable form of curriculum to bring about the political vision for a new South Africa; nor about its feasibility in the profoundly diverse and unequal range of South African schools (Muller, 2004:198-199).

The challenges for educational practice in South African classrooms were: firstly, dealing with the material and political power of English and the widespread common belief that access to English had to be enabled as early as possible with no serious regard for main language maintenance (Adler & Reed, 2003:76). In addition to the

language-in-education policy, educational transformation in post-apartheid South Africa included the development of a new curriculum.

The adoption of C2005 with its OBE approach was primarily a political initiative (Harley & Wedekind, 2004:194,207). It was an attempt by the government to restructure the pre-1994 unequal education system in order to equalise educational opportunities between the various population groups (Department of Education, 1997:1-2).

Curriculum 2005 did not arise from a careful and inclusive situation analysis of existing South African education realities, with the result that teachers and most teacher-educators suddenly and bewilderingly found themselves in a new curriculum world (Muller, 2004:199).

Knight (2005) indicates that the effects of the introduction of and the confusion around C2005 quickly become apparent. Curriculum 2005 is a form of Outcomes–Based Education (Cishlom, 2003). Outcomes–Based Education has meant different things to different people both in theory and in practice (Hargreaves and Moore, 2000; Harley, Barasa, Bertram, Mattson & Pillay, 2000). Furthermore, Cishlom (2003) stated that the guiding philosophy of C2005 in 1997 was that, it was for initiators, the pedagogical route out of “apartheid” education.

2.6.2. Revised National Curriculum Statement (RNCS)

The Revised National Curriculum Statement aimed to provide opportunities for all learners to achieve essential learning outcomes that would be more meaningful and, relevant more empowering to them than those of traditional expository or transmission education (Jacobs, Vakalisa & Gawe, 2006).

Owing to teachers' uncertainty in implementing the new curriculum, the government consulted a variety of groups involved in education. Curriculum developers were subsequently appointed in 2001 to revise C2005. The end product of that revision was RNCS which was approved and published in 2002 (Jacobs et al, 2004).

Bantwini (2009:171) states that, the review of Curriculum 2005 in 2000 led to the formation of the Revised National Curriculum Statement (RNCS) which was a streamlined version of C2005. The Department of Education (2002:2) states, "this curriculum will strengthen the implementation of OBE, human rights and inclusivity." However, the South African Democratic Teachers' Union (SADTU) commended the RNCS revision for its clarity and accessibility and expressed support for the underlying principles of the revised curriculum (Cishlom, 2005:90). The key principles that indicated changes were the comprehensive outcomes and the assessment standards which indicate the skills and the knowledge required.

2.6.3. National Curriculum Statement (NCS)

Outcomes Based Education (OBE) may be understood as a concept or philosophy framing the National Curriculum Statement which is the democratic South Africa's third education policy and curriculum document to be implemented by teachers. The Department of Education (2003) describes the National Curriculum Statement as a primary source of support and direction of learning and teaching in the educational standards. The content of the new curriculum implies that the learning experiences in which the students are involved should be enjoyable, interesting and important so that the students see the relevance of democracy in teaching.

2.6.4. Curriculum and Assessment Policy Statement (CAPS)

The curriculum in South Africa was always faced with many challenges beginning during the apartheid education period. The implementation of outcomes-based education was fraught with many problems which continued until the current minister of education, Angie Motshekga, decided to call a committee that would work on the revision of the Revised National Curriculum Statement in 2009 (Department of Education, 2011:4).

The aim of implementing the new changes was to identify the challenges and pressure points that impacted negatively on the quality of teaching in schools and to propose other strategies that could address the problems (Department of Education,

2011:4). All these changes came about because of the many challenges facing curriculum developers and implementers counting in the history of curriculum development in South Africa and around the world.

Ongoing implementation challenges resulted in another review in 2009 and the Revised National Curriculum Statement (2002) and the National Curriculum Statements Grades 10-12 were revised to produce the Curriculum and Assessment Policy Statement policy document. From 2012 the two National Curriculum Statements for Grades R-9 and Grades 10-12 respectively, were combined in a single document and simply known as the National Curriculum Statement Grades R-12. The National Curriculum Statement Grades R-12 represents a policy statement for learning and teaching in South African schools comprising the Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in the document (Department of Basic Education, 2011).

The Curriculum and Assessment Policy Statement (CAPS) was implemented in Grades R – 3 and Grade 10 in the year 2012; Grades 4 – 9 and Grade 11 in the year 2013; and lastly Grades 7 – 9 and Grade 12 in the year 2014. Teachers are expected to implement one change after another in a new curriculum. Their less-than-positive attitudes towards curriculum reforms may lead them to resistance with regard to knowledge and skills.

Bantwini (2009:179) argues that when teachers are exposed to or trained in new knowledge and skills they often resist or reject such new knowledge and skills.

Teachers sometimes select what they want and delay acceptance of new reforms until other innovations supersede them.

2.7. Curriculum change

Change is an ever-present phenomenon of life. There is an ever-changing nature attached to all things. Change has been recognised, accepted and even embraced as part of humanity (Meyer, Lombard, Warnich, & Wolhurter, 2013:1). The researchers, (Meyer et al. 2013:1) state that the attainment of intended goals (products) in education is dependent on certain processes. These processes include goal setting (What is the envisaged goal?); planning (How will the goal be realised?); execution (What measures will be taken to attain the goal?); monitoring (What measures will be taken to ensure the realisation of the goal?) and assessment (How will the attainment of the goal be determined?).

Ordinarily, most curricular change takes place within a given discipline because the discipline tends to be the beginning point of curriculum work. However, curriculum workers have been concerned with changes that transcend a single discipline such as writing to learn, improving thinking skills, speaking, listening, and placing of computers in the curriculum. Such changes require both a different perspective on curriculum change and different processes for planning and implementation (Glatthorn et al., 2006:357).

These changes invite the involvement of all stakeholders in the planning of the new curriculum, of which teachers will be the most important role players. Educational curriculum change may be possible and effective only if the implementers are well informed. Teachers are aware, too, of the possible challenges which may be encountered during the implementation of the newly developed curriculum. Teachers are people who deal with the learners for whom the curriculum is implemented in the classroom. Teachers are those who know the communities and the conditions under which the schools in which they work operate.

Lewis (2004 in Glatthorn, 2006:361) says that research results indicate that student success depends on three qualities of teaching: teachers' content knowledge, pedagogy, and strong relationships with students. In the implementation stage many teachers will be concerned about the consequences of the new curriculum: How is the new curriculum affecting my students? It therefore would be useful to provide opportunities for teachers to share their perceptions on student responses to and achievements with the new curriculum (Glatthorn, 2006:271).

Carl (2010:199) opines that the perception is often that teachers are against curriculum change and that they would therefore resist it, because they have not been involved. Carl (2010:199) sheds light on the role of teachers' subjective realities, by saying that one should always bear in mind that change is much more than simply implementing a new policy. It is important to change the culture of the teachers' schools and classrooms if they are to take ownership of the change.

Too often teachers, the primary stakeholders, do not know how to handle the change, or they are uncertain of what is expected of them. This perceived negativity does not necessarily mean that teachers are resistant to change; rather, teachers are uncertain of what is expected (Carl 2010:199). Fullan (2001 in Carl, 2010:200) then argues that to enable teachers to take ownership of the proposed curriculum change, the subjective realities will have to be considered.

By subjective realities is meant the fears and uncertainties that teachers experience in real life-contexts. A false perception is often created that teachers have taken ownership of the change, whereas this might only be a superficial acceptance and not real ownership (Fullan, 2001 in Carl, 2010:200). Change is multi-dimensional; and the pedagogical assumptions and belief systems of teachers are often not considered or taken into account: their subjective emotions (fears, uncertainties, and anxieties) are thus ignored.

At the time, few people recognised that the publication of research from the President Education Initiative, *Getting Learning Right*, was an important milestone in the struggle to improve the curriculum. While the bulk of the book reported on research on classrooms in which the new curriculum had not been introduced, it was in fact a criticism of the direction that curriculum development had taken since 1994 (Fleisch, 2002:150).

The authors cited a number of studies that suggested that many South African teachers had a weak conceptual grasp of the disciplines or subjects that they were

teaching. Teachers could talk about discovery, building on prior learning and cooperative learning, but their lessons were characterised by teacher talk, low-level questions, lack of structure, superficial use of real-world examples, and little independent reading and writing. Weak conceptual knowledge and stilted classroom practices resulted in a disproportionate percentage of black children performing poorly in studies of achievement. This was particularly evident in mathematics, sciences, reading and writing (Fleisch, 2002: 159).

Graeme Bloch, a professor at the Wits School of Public and Development Management commenting on the 2014 matric results (Daily Dispatch, Tuesday 6, 2015), said that teacher training was needed. “We understand that they (teachers) are faced with numerous challenges but they also need to understand that they are at the frontline, so they need to pull up their socks”, Bloch said.

The teachers’ role in the implementing of the changed curriculum is immense. Teachers are responsible for stopping and advocating the changed curriculum. They are the ones who implement every change in the classroom. Siddiqui (2007) says, “Knowledge and skills cannot bring meaningful change unless there is a self-understanding of the person involved in the process”. Therefore, if a teacher has no understanding of change, how can change be implemented? False clarity occurs when people think that they have changed but have only done so superficially.

A teacher (educator) means any person who teaches, educates or trains other persons in an institution, or assists in rendering education services or education

auxiliary or support services provided by or in an education institution (South African Schools Act, 1996).

All attempts at transforming the curriculum must ultimately improve teaching and learning. It is vital to engage, communicate with, and support teachers from the outset in attempting to transform the curriculum. Teachers know the local situation and the local dynamics. Unless teachers are willing to participate in curriculum development, there is no future for it.

The teacher's job is to ensure that learners work appropriately through curricula, acquire their terminal performances. The job of teaching is to fit the students to the curriculum and to fit the curriculum to the students. This involves stimulating the students to adopt the curriculum, and adjusting the curriculum to the capabilities of students. Knowing the students and taking into account their idiosyncratic natures is therefore of great significance. The curriculum developer designs a curriculum for a standard student; a teacher makes adjustments for particular students (Schiro, 2008).

Although teachers do not often initiate change, they have been identified as the key agents of change. Sometimes teachers agitate correctly for improvements; however, at other times teachers simply ignore aspects of the curriculum, finding the tasks are too demanding (Hoadley and Jansen, 2002). It is important to understand changes before developing or altering any curriculum. Understanding changes could help curriculum developers to identify problems hindering the success of the

implementation of curriculum in time, before experiencing any problems in the process of implementing the desired curriculum.

Coffey (2001) states that teachers' control over "classroom" knowledge has always been questionable. Teachers are usually working within state-regulating frameworks and with prescribed circular texts. Teachers' control over knowledge (and indeed how it is transmitted) has increasingly come to be questioned, with the perceived increase in centralization of the state education systems and curriculum content/practices.

Curriculum change may be implemented in the true sense only if teachers are prepared for change, teachers being those who implement the curriculum in the classroom. If the curriculum is to be changed at the primary level, teachers must be fully involved in the curriculum change. When the teachers are unaware about new changes to the curriculum, they will not be able to implement the curriculum in its true spirit. They will hesitate to adopt the new changes, having insufficient knowledge of these changes (Hameed, 2013).

Vandeyar and Killen (2007:39-46) reiterate that any effort to change teacher's pedagogical practice, whether by mandate or through personal development activities, will be doomed to failure unless their conceptions are acknowledged, challenged and eventually changed.

According to Devlin (2006:39-46), the perceptions teachers hold influence their judgements, which in turn affects their classroom behaviour. Jacobs et al (2011:39-46) are in agreement, stating that teachers' knowledge informs their actions in implementing the curriculum and at the time of implementing their planning.

Curriculum change is an on-going international trend, which invariably mirrors change in society at large (Department of Education, 1997). Curriculum change, say Lovat & Smith (2003:195), is a subset of educational change. These researchers emphasise that, for change in school to be successful, teachers must be professionally developed, having shared perceptions on and understanding of the reasons for change.

2.8. Stakeholder involvement

In the past, the autocratic style of leadership that was prevalent in schools meant that there was very little opportunity for other role players such as educators to make decisions. Top-down mandates from the Education Department created constant streams of schedules, policies, rules, regulations, inter alia, through which educators were given instructions (DoE, 2000:19). In this regard, educators have dogmatically seen themselves as the recipients of instructions and viewed management only as the prerogative of the School Management Teams (SMTs).

The new education system which came into effect after the 1994 South African first democratic elections, called on educational leaders and SMTs to use their authority and power to develop the ability of others to manage change effectively in public schools. Furthermore, the DoE (2000:19) stressed that the key to effective school leadership and management is using power effectively to ensure that everyone in the school community is heard and is able to make a contribution.

The Department of Education (2000:19) defines stakeholders as all the role players in an organisation such as a school. The education stakeholders need to work hand in hand to promote effective teaching and learning. Briefing by the Department of Education on Education Schooling 2025 mentioned the involvement of stakeholders in the new curriculum. Stakeholders comprise; School Governing Bodies (SGBs), businesses; unions; and others who would be expected to play a role in improving the quality of education (Department of Basic Education, 2014)

Involvement is explained by the DoE (2000:19) as the inclusion of a participant or one that feels part of the activity. For the implementation process to occur, changes must be made in the behaviour of all affected parties. A high degree of district-wide and school-wide implementation involves educating individuals on the worth of a new programme content area or a new set of materials (Hameed, 2013).

It is important to acknowledge that teacher participation is a necessary but insufficient component in state-wide decision-making on curriculum and instruction matters. Moreover, while teacher participation alone is not the answer, teacher

voices are necessary for providing instructional vision for curriculum design in an effort to improve student learning and performance (Eakle, 2012:26).

In Schiro (2008:151) the questions asked are as follows: Do educators have the right to attempt to change social patterns of a culture without the permission of its members?; Do educators have the right to teach children to live in a world that might be different from that of their parents, and of which their parents might not approve?; What responsibility do educators have towards the society they serve?

In other words “are schools to uncritically serve and produce the exciting society or challenge the social order to develop and advance its democratic imperatives?” Schiro (2008:151) answer to this question is simple: “I opt for the latter.... I believe that schools should function to provide students with the knowledge, character, and moral vision that build civic courage in a manner that leads to the reconstruction of society in accordance with “the principles and practises of human dignity, liberty and social justice”.

Including teachers in state-wide decision-making processes regarding curricula recognises them as professionals, increasing the likelihood that standards and assessments are developmentally and content appropriate, and embraces collaborative models for leadership in the business of education. Teacher participation in state-wide decision-making surrounding curriculum design creates greater teacher accountability (Eakle, 2012:27).

Accountability serves as a hot topic in education and is directly connected to the issue of teacher voices in curriculum and instruction. Many state or district systems target teachers as the ones accountable for school achievement in either direct or indirect ways. If direct or even indirect accountability remedies are to be exercised, teachers, as professionals, should have an active voice in decision-making regarding the curricula, the composition of the tests that measure achievement, as well as that of their students (Eakle, 2012:26).

Eakle (2012:27) continues by saying that the degree of power held by teachers can indeed make a positive difference to the way in which schools and classrooms operate. Change cannot come from outside the education system; it must come from within, from those who know the classroom and students best: our teachers.

Teachers should not stand on the periphery and be onlookers with regard to what is done for them and decisions taken for them. Teachers must be active participants in the process of relevant curriculum development. Success depends on the involvement of teachers; teachers must be at the heart of the process (Carl, 2010: xi).

There are various stakeholders who should be involved in curriculum development for it to be successfully implemented by teachers in the classrooms and for the learners to achieve the expected outcomes at the end of the learning and teaching process. Time management is one of the most important aspects of effective teaching and effective curriculum implementation. Wasted time cannot be recovered.

This aspect, together with overly regular curriculum change may produce a negative effect on teaching and learning. Teachers must set an example of prompt arrival at the classroom for each lesson.

All stakeholders responsible for teaching and learning should have fully participated in the designing of the new curriculum, especially district managers (DMs), education department officers (EDOs), education specialists, teachers, school governing bodies (SGBs), learners, and even parents.

District managers and education department officers are responsible for the monitoring of the teaching and learning process in their districts and circuits (through education/-curriculum specialists), ensuring that it occurs as per curriculum principles; education/-curriculum specialists are responsible for seeing that teachers are implementing the planned curriculum; teachers are responsible for implementing the new curriculum; school governing bodies represent parents of the learners and are responsible for the school governance; and learners are the receivers of the curriculum. (It is through their performance the level of achieving the outcomes and lastly parents, who are responsible for their learners' education.

The South African Schools Act of 1996 (SASA) outlines the powers and duties of school governing bodies. The act empowers principals, teachers, students, parents, and other school staff (Schiro, 2008:151). Such people must be active participants in the process of relevant curriculum development.

The Department of Education's vision is that by 2025 the following must be seen in every South African school (Department of Education, 2014): Learners who understand the importance of doing their schoolwork, in school and at home, and who know their school will do everything possible to teach them what they should know. Learners should be able to participate in sporting and cultural activities organised at the school after hours; teachers who understand the importance of their professional for the development of the nation and do their utmost to give their learners a good educational start in life; a school principal who ensures that teaching in the school takes place as it should, according to the national curriculum, but who understands his or her role as a leader whose responsibility is to promote harmony, creativity, and a sound work ethic within the school community and beyond; parents who are well informed about what happens in the school, receiving regular reports about their children's performance against clear standards that are shared by all schools.

All of the above-mentioned people are the stakeholders who should be well versed in the new developed curriculum. Hence stakeholders should be involved in both planning and designing of the curriculum.

Educators and parents have frequently been described as natural allies who share the common goal of wishing to assist learners to develop their full potential (Lemmer et al., 2009:131). To create and strengthen harmonious relationships between the school and the home, educators must understand their learners' community and home life. They must be knowledgeable about parents' educational expectations for

their children, the languages spoken at home, the family, and community values and norms, as well as the way in which learners are taught in their homes and communities (Banks & Banks, 1997 in Lemmer et al., 2009:131).

Jeyres (2005 in Farber, 2010:99) states that the more involved and invested a parent is in his/her child's education, the more successful the child will be. This is the desire of all educators. Nonetheless, a problem that consistently came up in Farber's research interviews with disenchanted teachers was the serious challenge of interacting with disrespectful parents.

According to Hargreaves (2000 in Sachs, 2004: ix) it is in the teachers' own interests to treat even imperfect parents not just as irritants or as targets for appeasement, but as the most important allies teachers have in serving those parents' own children and in defending themselves against political assaults on their professionalism.

Exploration of efforts by education stakeholders to design effective and responsive state curricula to prepare students for current circumstances while also preparing them for the future endeavours is important. Voices that come from diverse places are helpful in transforming pedagogy via an emphasis on concerns of content knowledge, critical thinking, and changing demands of technological and social flux. Such a balanced curriculum promotes the notion of being informed citizens in relevant and useful ways (Eakle, 2012:31).

The management of change in the new education dispensation will never become functional and effective without the active involvement of all relevant stakeholders. Stakeholder involvement is regarded as a powerful tool ensuring that the key players are engaged and that they contribute to the success of an initiative or project (DoE, 2000). Education leaders must empower all the stakeholders in the decision-making processes so that they can manage change efficiently in schools. When all the stakeholders are empowered, they should be able to portray their potential, together with their experiential knowledge and expertise.

It is therefore essential to identify the key players in any proposed change in an organisation. It is also important to understand how these key players are impacted by the change and their level of influence to enable change (Amos, Ristow & Pearce, 2008). Hughes (2008) emphasises the importance of stakeholder involvement in any organisational transition process regardless of the positions they occupy in the organisational structure.

In countries such as the United States, the political efforts to improve the quality of instruction require the collective expertise of many stakeholders (Eakle, 2012:31). Department of Education experts, district and school administrators, higher education professionals and researchers, and administrators, often are involved in such decision-making bodies. Inclusion of their voices in the process is logical, as representation of key stakeholders and knowledgeable professionals is necessary for the creation of effective curricula.

However, where do teachers fit into the process? Eakle (2012:21) states that, too often ignored, teachers should have an active seat at the state-wide curricular decision-making table. Teachers' voices should no longer be silenced by bureaucrats who are politically driven and hold little knowledge about learning, curriculum design, and instruction.

2.9. Teachers' perceptions on curriculum change

A perception often held by teachers is that the curriculum is developed "elsewhere" and that they simply need some guidance for the "correct application" of a curriculum which is handed down to them from the top. The impression could be created that teachers operate solely within the context of the school and the classroom, making this seem the only place in which they can make a contribution to the curriculum (Carl, 2010:194).

Teaching can be very rewarding career, however, it is a challenging career for teachers, who are under tremendous scrutiny. There are also increasing concerns about the deplorable condition of schools, the lack of parental support, the disturbing behaviour of the children, and the general disrespect for teachers by the public at large (Canestrari & Marlowe, 2004:1).

Whenever there is a talk of curriculum development, the teacher's role and involvement therein, of necessity, come to the fore. At worst, in situations in which

the syllabus or instructions have been designed higher up in the hierarchy by other persons or organisations, the involvement of the teachers may be as mere receivers, appliers and implementers (Carl, 2010:194).

Teachers may or may not proceed through the curriculum at their own pace, and may participate in varied or standardised learning activities, but that which they are to master is limited in scope (e.g. to a body of professional content knowledge and teaching skills) and is fully determined in advance by others often on the basis of research on teacher effectiveness (Canestrari & Marlowe, 2004:207). The teacher is viewed primarily as a passive recipient of this professional knowledge and plays little part in determining the substance and direction of his or her preparation programme.

When OBE was announced, teachers were confronted with unfamiliar didactic challenges with regard to teaching, learning and assessment. Many teachers experienced these challenges as stressful, teachers not being adequately prepared for the didactic paradigm shift (Meyer et al., 2013: v). Unfortunately, this resulted in a degree of negativity and resistance towards OBE amongst African teachers.

Meyer et al. (2013: v) add to the discussion, saying in particular, that there yet appears to be much confusion and frustration about the implementation of Outcomes–Based–Assessment (OBA), and teachers regularly complain about the workload and administrative burden that OBA practices are imposing on them. These problems have serious implications for effective teaching and learning and,

should they continue, may become major obstacles in the attainment of the critical educational outcomes that the education authorities have set for South Africa.

The researcher thus believes that, teachers can own the new curriculum if they are part of the design. For any new curriculum implementation in South Africa, teachers need positive thinking and an appropriate mind set. The successful implementation of an Outcomes Based Education curriculum requires teachers to be competent in applying a participative approach once they have a practical understanding thereof.

With the implementation of OBE in South Africa, many teachers found that there was not enough clarity on assessment policy and practice (Meyer et al., 2013:68). Despite the revision of the curriculum approved in 2002, and despite streamlining its design features and simplifying its language (Cishlom, 2003:4; Van Rooyen and Prinsloo, 2003:87) it appears that there are teachers who are struggling to master the assessment standards, setting achievable outcomes.

Disaffected teachers therefore ignore the changing assessment practices, falling back on the traditional ways of assessing, in which learners are trained to perform well in tests and achieve good results (Reyneke, 2008:159-161; Warrich, 2008:280; Beets, 2007:244-246; Rietsma, 2006:178; Sieborger. 2001:2).

South African schools continue to operate in a constantly changing policy environment (Lemmer et al., 2009: v). Educators are faced with the challenge of teaching and managing learners of unfamiliar cultures, languages and backgrounds.

Educators are required to create suitable learning environments that meet the needs of learners from diverse cultural, linguistic, educational and socioeconomic backgrounds (Lemmer et al., 2009: v).

Changing the ways in which teachers teach or students learn, and changing the curriculum without also changing the teachers, the classroom, the school, and the community, might not achieve the desired outcomes (Webber, 2008:111). Paton (2006, in Webber, 2008:95), observed that the teaching crisis has been worsened by a disastrous process of curriculum change, which has left even competent teachers totally flummoxed and dispirited.

Teachers must teach the curriculum they are given. They are generally expected independently to make all adaptations for special-needs students, with the help of resource teachers and consultants (Matton, 2011). In examining the reality of school education we may wonder what is meant by the concept “quality education”. Why then do we notice very few quality changes in teaching and learning in the classroom? And what is the teacher’s understanding of the task and purpose of education? It is interesting that so little is known of teachers’ perception regarding the purpose of education (Johannes et al., 2009:33).

Johannes et al. (2009:67) add that the chairperson of an education ministerial committee responsible for investigating the state of education and teacher education in South Africa reports on this matter as follows: Contemporary South African

education is confronted with a wide collapse of what has been called “a culture of teaching and learning”.

2.9.1. In countries outside South Africa

The government of Pakistan has laid great emphasis on education-sector reforms, having introduced reforms in almost all aspects of education. In order to meet the new challenges, a curriculum was developed on the basis of new concepts and ideas. This newly developed curriculum was more complicated than the previous curriculum (Hameed, 2013).

In England and Wales, the introduction of a national or core curriculum over the past decade or so has been heavily criticised, not least by teacher unions, who have perceived the national curriculum-imposition as directly reducing the autonomy and power of teachers over their classrooms (particularly in terms of the curriculum and preferred pedagogic styles)(Coffey, 2001: ii).

Adding to the above, Coffey says that the new national curriculum in England and Wales has dictated not only what is to be taught (hence reducing teachers' autonomy over their curriculum content, to the extent that they ever had any), but also the pedagogical strategies for transmission, and the criteria by which assessment standards are judged. This has a direct effect on the potential for teacher agency in the classroom and the nature of professional autonomy.

Coffey (2001: ii) again comments on the introduction of the new assessment structures which underpin the national curricula in Northern Ireland and Scotland as having had a profound impact on the everyday work of the classroom teacher. New regimens for schools in general have also been established.

In the study conducted in China on teachers' perceptions on curriculum transformation of its economic system, the following were the findings:

Teachers thought that policies and resources were not sufficient to address the problems and challenges that they face in completing the reform process. Most respondents believed that teachers deserved high quality in- service training to keep updated; and they needed to play a larger role in curriculum development. Respondents perceived that current training and professional development opportunities were inadequate in helping teachers to implement new curriculum initiatives. Teachers perceived that policies, resources, and management strategies should be formulated to strengthen both the quality and quantity of teacher training and professional development programmes (Shao & Bruening, 2005:69-76).

In general, respondents perceived that working conditions related to reforms were unfavourable. Teachers indicated that they were overloaded by a heavy teaching load at best, and with inadequate technical and administrative support. However, teachers expressed support regarding reform initiatives and they were positive about the prospects of using competency- based education (Shao & Bruening, 2005:69-76).

This adds to the fact that more workshops and/or trainings in the new curriculum introduced should be instigated. Aspects such as infrastructure and conditions of the teaching and learning environments should be examined and enhanced for any curriculum implementation to be successful.

In a case study conducted in Turkey (Dogan, 2012), on teachers' perceptions on the effectiveness of curriculum mapping, it was found that although the responsibility of curriculum development process resides in the hands of outside experts or national specialists, the teachers are regarded as curriculum implementers whose role is to adapt official curriculum to their classrooms. It was found that curriculum mapping provides an opportunity for teachers to professionally collaborate not only with teachers of the same subject and grade, but also with teachers of other subjects and grades both online and in other real-time conditions (Dogan, 2012).

"Teachers are angry about a decision to adapt a new curriculum at their Montreal-area elementary school. They say the curriculum is being forced on them by the school's governing board, and have appealed to the English Montreal School Board to stop the change" (Matton, 2011). In research conducted in Rievriere des Prairies, Canada, on teachers' perceptions of the decision to adopt a new curriculum in their Montreal area school, it was found that teachers were angry about the decision.

Teachers maintained that the curriculum was being forced on them by the school's governing board, and have appealed to the English Montreal School Board to stop

the change. They have voted twice to drop the curriculum changes; however, the school's governing board was pushing ahead despite teacher objections. "Educators feel cheated", says Ruth Ronsefield, head of the Montreal Teacher Association. Their professional opinion was asked, but when they gave it, the parents and school administration ignored them (Matton, 2011).

Quebec, Canada teachers, were asked to deal with a long period of curriculum reform, and also with several changes in report-card format and method of student evaluation. In some schools it was not possible to hire sufficient qualified teachers, and both students and teachers suffered as a result. The new curriculum seemed good in theory, but not every school was equipped to implement it when the time came. This shows the importance of teachers in new curriculum development, as they are the ones who are hands-on in the classroom situation (Matton, 2011).

Teachers in Nigeria are often drafted to classroom implementation of curriculum reforms but are seldom involved in the development and how best to implement such reforms; teachers are often ill-equipped to embrace modern methods, approaches, and techniques which include the use of computers, interactivity, and Internet resources because they are seldom involved in the development and even how best to implement new practices (Zebroff, Ojikutu & Ackers, 2006).

A report prepared by representatives of the seven International Development Partners (IDPs) working in the education sector in Nigeria (Zebroff et al., 2006) highlights the progress made towards policy reform and improvements in the

education system. The report states: Although Nigeria has made some progress in the last ten years in its effort to achieve the goal of “education for all”, major challenges remain. Most teachers are unqualified (297 000 out of 494 000 teachers are qualified). The curriculum is not appropriate for the needs of modern society (United Nations. 2004; World Bank, 2007).

2.9.2. In South Africa

In South Africa it may be of great importance for curriculum developers and curriculum implementers to understand the nature of changes to be adopted in a school curriculum.

The traditional role of the educator has changed significantly of recent years. In the educator-oriented and content-based teaching approach of the past, the educator was seen as the person who communicated information (Nieman & Monyai, 2011:1). The researchers add that, as an outcomes-based teaching approach is currently followed in South Africa, and since learners are expected to take responsibility for their own learning and to be independent, the educators of today have to forget about their traditional approach and accept the role of being the mediator of learning.

Communication is the essence of any teaching situation (Nieman & Monyai, 2011:14). In a country like South Africa, where there is a majority of learners who are not taught through the medium of their home language, language is frequently

regarded as a major obstacle to academic success. If educators do not make a conscious effort to remove this obstacle, it is doubtful whether education standards in South Africa will improve to the extent that competition at international level is possible. Learners make sense of their experiences through language. Educators themselves need to have sophisticated language skills if they wish to mediate learning effectively in a multilingual setting.

The tendency to believe that teachers have simply to implement curricula which have already been developed elsewhere probably holds true for many contexts. In South Africa, the former Curriculum 2005, for instance, was developed at a national level in 1998, teachers only becoming involved when they received training in the application of the new curriculum at school (Carl, 2010:194).

One should always bear in mind that change is much more than simply implementing a new policy (Carl, 2010:199). It is important to change the culture of the teachers' schools and classrooms if they are to take ownership of the change. Too often teachers do not know how to handle the change or they are uncertain of what was expected of them. This perceived negativity does not necessarily mean that they were uncertain of what was expected (Carl, *ibid.*).

In the South African Journal of Education (Swannepoel, 2008:189-192) it is argued that the expectations of principals regarding their own leadership role, as well as on the professional role teachers should fulfil, is a primary determinant of principal's

willingness to involve teachers in the responsibility-taking process outside the classroom.

According to Engelbrecht and Green (2007:43), the South African education curriculum, which was inherited by the new national government of 1994, was in many respects inappropriate and unsatisfactory. To ameliorate this situation the ministry of education was left with no option but to introduce a new system of education.

The new curriculum needed adequate resources for proper implementation. This may have led to negative attitudes from teachers who felt insecure and lacking in confidence. Teachers needed training to equip them with the new challenges that came with the new curriculum. Most teachers had been trained under the old apartheid system.

After five years of educational and social changes in South Africa, teachers felt disempowered, unskilled, and stripped of their professional esteem, showing little progress in terms of policy implementation (Sayed and Jansen, 2001:176).

Sayed and Jansen (2001:176) highlighted challenges that impacted negatively on educational policy implementation: dysfunctional structures (at both national and at local level); mix of old and new styles of management ethos; insufficient appropriately skilled people; insufficient clarity about roles and responsibility in management; inadequate systems and procedures; and poor co-ordination of resources.

These factors may still be relevant today and may contribute to, or indicate, a slow uneven process of implementation. Much as it is worth-while to change a curriculum in adapting to demanding factors of the present generation, including the development of new knowledge, its successful implementation is not always catered for. More specifically, educational human resources seem hesitant and indecisive in their approach to any changes. This includes education district departmental officials as well as facilitators who bring the new information to teachers in the form of workshops.

In Education Library Blog@ University of Pretoria, the following critiques of the South African curriculum are indicated as follows:

The CAPS system has failed miserably and it is the cause of higher failure rate. The Grade 10 and 11 learners are currently doing the exact same work thanks to the new CAPS system. Both the workload and the level have doubled causing unbelievable amounts of stress not only for the learners but the teachers as well. It has reached the point where teachers are so behind that they are telling learners to go home and go over certain parts of the work themselves just as to keep up with the curriculum (Department of Education, 2010).

This strongly implies that teachers are simply unable to meet the demands of the new curriculum. In the researcher's experience, under the old content-based education curriculum, teachers were able to cover the suggested syllabus without asking for learners' intervention.

As far as OBE is concerned, learners should be encouraged and allowed to work on their own, offering presentations thereafter. However, it seems that learners are overloaded with independent learning because of lack of time from the teachers. The researcher's opinion is that teachers are not well trained on the OBE system.

The critique continues, "...I just felt the need to inform you at first-hand about the damage the system is creating and I desperately long for the OBE to be reinstated. I just want to say that the system is also discouraging learners to continue their studies post matric due to not being able to meet the universities' requirements academically," (Shay Maritz, Table View High School, Western Cape). Even the Minister, Angie Motsekga, in her statement in July 2010 indicated that the new curriculum 2025 would replace the highly criticised Outcomes Based Education (OBE) system, although OBE would not be completely discarded (Department of Education, 2010).

One more critique on the continual change in curriculum was articulated by Snethemba, who said, "To me I think we as South Africans, we lost it with these non-stop changes in our education with fruitless outcomes. Before OBE our education was good, only thing was left was to enrich it with new technology not to change the system completely" (Education Library Blog @ University of Pretoria).

This comment is in line with the proposal that all stakeholders, especially teachers and learners, must be part of curriculum planning being the people who play a key role in ensuring the success of a new curriculum.

This is supported by Oliva, (2009 and Ornstein & Hunkins, 2009) who state that developing curriculum is a comprehensive and multidimensional process, in which the curriculum is planned, designed, and then implemented in the classroom. The active participation of teachers in curriculum planning is limited; teachers are regarded as curriculum implementers whose role is to adopt the official curriculum, presenting it to their class.

“Today’s launch of the new national curriculum sees five year-olds being taught about fractions and writing computer programmes. Not all schools will have to use the new “national” curriculum. So the new national curriculum is the best thing to use to drag our country up to the rest of the world”. This supports certain points mentioned earlier in this study that, some schools in deep-rural areas have no access to many resources being used in the new curriculum (Drury, 2013).

Prime minister David Cameron (in Teacher Network) says that the revised national curriculum is “rigorous, engaging and tough” and is exactly the kind of the curriculum he would like his children to be learning. Education secretary Michael Gove (in Teacher Network) says that, the new national curriculum needs to be “a foundation for learning the vital advanced skills that universities and businesses desperately need; skills like essay-writing, problem-solving, mathematical modelling and

computer programme.” This is what the Outcomes Based Education is aiming at. However, resources in schools must be adequate and teachers must be employed who are qualified for the job.

The profession was less enthusiastic. “A National Curriculum for the 1950s; Just what we need in 2013. Deep groan as I read the proposals for the overhaul of the national curriculum, we are doomed with Mr Gove at the helm I fear” (The Guardian, Teacher network).

In a study conducted by Matshidiso in 2007 on how teachers perceive Outcomes-Based-Assessment (OBA), and problems they experienced with its implementation, the findings were:

- ❖ Teachers participating in the survey endorsed the theoretical foundations on which OBA is based; they were of the opinion that OBA can provide the necessary focus for an improvement in teaching and learning, however they voiced negative perceptions on its practical implementation.

The participants’ negative perceptions concerning the implementation of OBA were related to: their lack of knowledge and skills in OBA owing to inadequate training; inadequate department support guidance; the administrative overload brought on by OBA; overcrowded classrooms and infrastructural deficiency at schools; and a lack of parental support and involvement (Matshidiso, 2007:11).

This gives an impression that teachers are not comfortable with the new curriculum including the assessment process. The question is: Was it necessary for the apartheid curriculum to be completely phased out, or would it be wise to involve the past-curriculum planners in the planning of the current curriculum so as to find out from their experience how they managed to make (thee then) the curriculum successful at that time.

As Cishlom (2003:68) says, with the implementation of OBE in South Africa, many teachers were of the opinion that there was not enough clarity on assessment policy and practice. Van Rooyen and Prinsloo (2003:87) add to the above by saying that despite the revision of the curriculum approved in 2002, and despite streamlining its design features and simplifying its language, it appears as if there are teachers who are struggling to make sense of the assessment standards and therefore to set achievable outcomes.

Teachers ignore the changing assessment practice, falling back on the traditional ways of assessing, in which learners are “trained” to perform well in tests and results (cf Reyneke, 2008:159-161; Warnick, 2008:280; Beets, 2007:244-246; Rietsma, 2006:137; Sieborger. 2001:2).

Meyer et al. (2013:163) believes that after a decade of implementation, there is a very little evidence to suggest that the current OBE curriculum was successful in producing the desired educational and social changes for a new South Africa. On the contrary, there is evidence to suggest that the current OBE curriculum has generated

confusion among South African teachers, promoted further educational and social inequalities, and that South African learners are becoming less competitive in the international academic arena.

CHAPTER THREE

RESEARCH AND METHODOLOGY

3.1. Introduction

The previous chapter reviewed related literature in order to establish what other researchers say about this topic. This chapter deals specifically with the research paradigm, research methodology, research design, research site, population, sample and sampling procedure, instrumentation, data-collection procedure, data analysis, validity, and ethical considerations.

3.2. Research paradigm

A research paradigm is a perspective on research held by a community of researchers that is based on a set of shared assumptions, concepts, values, and practices (Johnson & Christensen, 2008:33). A research paradigm is an approach to thinking about and conducting research.

A paradigm, according to Kuhn in Johannes et al. (2009), is defined by the prevailing framework of theories, concepts, and principles that accounts for a universally accepted way of thinking and dealing within the world view in which it exists. Babbie

(2001:42) defines a paradigm as the fundamental model or frame of reference used by researchers to recognise their observations and reasoning.

Lichtman (2013:10) talks about traditional research paradigms as ways of seeing the world and making certain assumptions about the world. The researcher assumes that there is an objective reality that researchers should try to uncover as they conduct their research.

Maree (2013:47-48) defines a paradigm as a set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world-view. The author further points out that a paradigm serves as the lens or organising principle by which reality is interpreted. Maree (2013:48) offers the following: *Paradigms represent what we think about the world (but cannot prove). Our actions in the world, including the actions we take as inquiries, cannot occur without reference to those paradigms: "as we think, so do we act"*. Thus paradigms are to do with knowledge claims. There are a number of paradigms or knowledge claims that have taken root in today's research, some of which are positivism, interpretivism, and post-positivism (Maree, 2007:47).

Some explanations on positivism, interpretivism, and post-positivism is given below.

3.2.1. Positivism

During the 19th century the famous movement known as positivism was initiated by Auguste Comte (Johnson & Christensen, 2008:391). The researcher adds that positivism is the idea that only what we can empirically observe is important, and that science is the only source of knowledge. Lichtman (2013:10) states that positivism deals only with observable entities and objective reality; or traditional research paradigms (which are ways of seeing the world, making assumptions about it).

According to Maree (2013:53), in positivism, only objective, observable facts may be the basis for science. Maree (2013:53) further explains the view of Comte, the Vienna Circle, and logical positivism, that theological (the supernatural) or metaphysical (the abstract) claims must yield to the positive – that which can be explained in scientific laws.

Gray (2004:18) refers to positivism as the belief that what reality consists of it is what is available to the senses. Within positivism, the knower and the known are independent (Tashakori and Teddlie, 2009:85). Ryan (2006) asserts that, within positivism, the relationship between the self and the knowledge has been largely denied. In all, for a statement to be true, it has to be tested and proved (otherwise). Furthermore, Kim (2003:8) contends that blind faith in the positivist approach may potentially jeopardise the soundness of research in the social sciences. Influential

contextual factors in organisations may be ignored by methods aiming to draw causal inferences through examining only the phenomena that are readily observed.

3.2.2. Interpretivism

Interpretivism has its roots in hermeneutics, which is the study of the theory and practice of interpretation (Maree, 2013:58). Schleiermacher and Dilthey in Maree (2013:59) considered understanding to be a process of psychological reconstruction whereby the reader reconstructs the original intention of the author. Maree (2013:59) says that the interpretivist perspective is based on the following assumptions:

- ❖ **Human life may only be understood from within.** Interpretivism focuses on people's subjective experiences, on how people construct the social world by sharing meanings, and how they interact with or relate to each other.
- ❖ **Social life is a distinctively human product.** By placing people in their social contexts, there is a greater opportunity of understanding the perceptions they have of their own activities. The uniqueness of a particular situation (the context) is important in understanding and interpreting the meanings constructed.
- ❖ **The human mind is the purposive source or origin of meaning.** Through uncovering the way in which meanings are constructed, we can gain insights into the meanings imparted, and thereby improve our comprehension of the whole.

- ❖ **Human behaviour is affected by knowledge of the social world.** As our knowledge and understanding of the social world and the realities being constructed increases, our theoretical and conceptual framework is enriched.
- ❖ **The social world does not exist independently of human knowledge.** As researchers, our own knowledge and understanding of phenomena constantly influence us in terms of the types of questions we ask, and the way we conduct our research.

Lichtman (2013:24) explains interpretivism as a doctrine that emphasises analysing meanings that people make about their own actions. Interpretivism has its greatest strength in the richness and depth of exploration and descriptions it yields through the qualitative approach to research. However, it is criticised for its subjectivity and failure of the approach to generalise its findings beyond the situation being studied (Maree, 2007:60).

3.2.3. Post- positivism

Post- positivism is a shift away from positivism. According to Tashakori and Teddlie (2009:5), post-positivism is the intellectual heir to positivism, which came about as a reaction to widely discredited axioms of positivity. Lichtman (2013:292) says that a post positivist view would accept that reality may be achieved only in an imperfect manner, nevertheless it would anticipate a researcher striving to reach it.

Post-positivist approaches assume that reality is multiple, subjective, and mentally constructed by individuals (Maree, 2013:65). He (Maree,2013:65) argues further that, for the post-positivist researcher, reality is not a fixed entity it is to a certain degree accepted that reality is a creation of the individuals involved in the research. Post-positivist thinkers focus on establishing and searching for valid and reliable evidence in terms of the existence of phenomena, rather than generalisations.

Critics of post-positivism direct their criticism towards the interactive and participatory nature of qualitative and quantitative methods used in research. They argue that post-positivists use methods that are merely anecdotes and personal impressions, highly suspicious in terms of research subjectivity and research bias (Maree, 2013:65).

In conclusion, each school of thought discussed above has its own strengths and weaknesses. Many of the criticisms made of one knowledge claim could equally be applied to the other. For practical research purposes, no technique is preferable to another. The choice depends in part on the purpose of the study and the research question.

3.3. Paradigm that guided the study

Phenomena in this study refer to teachers' perceptions of the effects of frequent change in curriculum on effective teaching.

An interpretivism paradigm guided this study. Reasons which justified the choice were:

- ❖ A researcher chose to use the qualitative approach, this choice of approach allowing the researcher to enter the participants' life-world, studying their lived experiences.
- ❖ This research was eager to capture teachers' perceptions of the effects of frequent change in curriculum on effective teaching in junior secondary schools.

Through this paradigm the researcher was able to gain rich, in-depth meaning of the "lived-experiences" of teachers in schools under the process of a frequent changing environment. It should be noted that the researcher interprets the social environment, human behaviour. In this case the social environment was the school as the institution in which curriculum was implemented. Human behaviour refers to the manner in which teachers bear the brunt of changes in curriculum and their impact on effective teaching and learning.

In this paradigm the researcher interprets the social environment and examines human behaviour. Some of the subsets of qualitative research, such as interpretivism (a doctrine that emphasises the analysing of meanings people confer on their own actions), constructivism, and critical theory, accept that reality is virtual, and is shaped by various forces (Lichtman, 2013:24).

3.4. Research methodology

The purpose of research is to generate knowledge. Methodology refers to the theory of acquiring knowledge and the activity of considering, reflecting upon, and justifying the best methods. Methods are the specific techniques for obtaining the data that will provide the evidence base for the construction of that knowledge. Thus, methodology is concerned with the theoretical and overall approach to a research project rather than with the characteristics and practical application of particular methods (Wellington, Bathmaker, Hunt, McCulloch & Sikes, 2005:97).

This study used only a qualitative approach. A researcher chose to use the qualitative approach allowing as it does the researcher to enter participant's life-world, studying their lived experiences. This approach was chosen, the researcher choosing to interview participants (teachers) in their work-place (school).

According to McMillan and Schumacher (2006:315), research methodology involves the ways in which one collects and analyses data. It is systematic and purposeful. The above mentioned researchers further state that available research methods are either quantitative or qualitative methods. Quantitative methods use numerical data whereas qualitative methods use narratives.

McMillan and Schumacher (2006:395) add that the researcher chooses qualitative methods because of their flexibility. Qualitative research is an inquiry in which the

researchers interact with selected persons in their settings. In this case, the researcher interacted with junior secondary teachers in their schools.

3.4.1. Qualitative research approach

Qualitative research describes in-depth research into human behaviour (Lichtman, 2013:17). Qualitative research is about humans, says Lichtman. The purpose of qualitative research is to describe, understand, and interpret human phenomena, human interaction, or human discourse.

Qualitative researchers often conduct interviews in which participants recount their stories. Lichtman (2013:18) spoke about interviewees, informants, or conversational partners, rather than subjects or sample. The researchers suggest that in qualitative interviewing “you can understand experiences in which you did not participate”.

Peter (2003:41) argues that qualitative research is interesting in both intended and unintended consequences. Qualitative research shows determination to identify the phenomenon. It is also characterised by an understanding that contextual considerations should not be assumed to operate as destructive variables consistently or independently across a range of sites.

3.4.1.2 Strengths and weaknesses of the qualitative method.

Qualitative research uses a wide- and deep- angle lens, examining behaviour as it occurs naturally in all its detail (Johnson & Christensen, 2008:36).

According to Johnson and Christensen (2008:442), **the strengths** of the qualitative research method are:

- ❖ Data is based on the participants' own categories of meaning.
- ❖ The qualitative method is useful for studying a limited number of cases in depth.
- ❖ Qualitative research provides individual case information.
- ❖ Qualitative research provides understanding and descriptions of people's personal experiences of phenomena (that is, the emic or insider's viewpoint).
- ❖ Qualitative research describes in rich detail phenomena as they are situated and embedded in local contexts.
- ❖ Qualitative researchers are especially responsive to changes that occur during the conduct of a study, possibly shifting the focus of their studies as a result.

In this study, teachers were interviewed individually; each person's ideas were confidential to the participant and the researcher. Data was collected from two schools only, and the perceptions of teachers were the only topic under study. People's personal experiences on the impact of frequent change in curriculum on effective teaching were understood and described by the researcher.

Where there are strengths, weaknesses are also found. Although the use of a qualitative research approach was to the advantage of the study, the researcher was quite aware of **the weaknesses** of the qualitative method:

- ❖ Knowledge produced may not generalise to other people or other settings (that is, findings may be unique to the relatively few people included in the research study.
- ❖ It is difficult to make quantitative predictions.
- ❖ There may be lower credibility with some administrators and commissioners of programmes.
- ❖ It generally takes more time to collect qualitative than quantitative data.
- ❖ The results are more easily influenced by the researcher's biases and idiosyncrasies.

Despite the above weaknesses of the mentioned research, the researcher used a qualitative approach because she wanted each participant to articulate everything he or she felt about the effects of frequent change in curriculum.

3.5. Research design

Research design is a plan that describes the conditions and procedures for collecting and analysing data. Maree (2013:70) says that a research design is a plan or

strategy which moves from understanding philosophical assumptions, to specifying the selection of respondents, to choosing the data-gathering technique to be used, and, finally, to data analysis. Maree (2013:70) further states that the choice of research design is based on the researcher's assumptions, skills and research practices, and influences the way in which data is gathered.

A research design relates directly to the answering of a research question (Bless et al., 2013:130). These researchers add that the purpose of research design is to ensure high internal validity. In qualitative research, internal validity is sometimes referred to as credibility, which is concerned with whether the researcher's method of data collection and analysis addresses the research question adequately.

Kurma (2005:84) identifies two main functions of a research design as firstly, to develop and/or identify procedures and logistical arrangements to undertake a study. The second function is to emphasise the importance of quality in these procedures to ensure their validity, objectivity, and accuracy.

Suter (2012:365) defines the qualitative research design as the logic that links data to be collected (and the conclusion to be drawn) to the initial questions of the study. Because the goal of much qualitative research is a deeper understanding of a phenomenon or process, documentation of the rigour leading to a meaningful conclusion and understanding becomes especially important (Suter, 2012:365).

The researcher used a case study because the research was conducted in two selected schools. A case study design is an approach to qualitative research that focuses on the study of a single person or entity using an extensive variety of data (Suter, 2012:366). Yin (2009 in Suter, 2012:366), also referred to as a recognised leader in case study methods, emphasised that case studies may also be useful for explaining presumed causal links between variables too complex for survey or experimental designs.

Yin (2009:22) elucidates that a case study allows investigations to retain the holistic and meaningful characteristics of real-life events such as individual life cycles and organisational and managerial processes. A case-study design involves comprehensive and systematic investigation of a few cases (Maree, 2013:293).

Yin (2003:46) distinguishes between single and multiple studies as follows:

A study may contain more than a single case. A common example is the study of school innovation (such as the use of new school curriculum...) in which individual schools adopt the innovations. Each school is the subject of an individual study as the whole research covers several schools, and in this case multiple case designs.

The strength of a case-study design is that it proves useful for learning about situations which might otherwise be poorly understood, or about which not much is known (Leedy & Omrod 2001 in Maree, 2013:294), as in the case of continually changing curriculum and its impact on teaching and learning. Wimmer and Dominick (2000 in Maree, 2013:294) agree with Leedy and Omrod, saying that the case study

design is advantageous to research as it provides a large amount of information and detail about the research topic, allowing the researcher to deal with a wide variety of raw data.

This case study was used to satisfy the researcher's desire to gain more understanding about the views of teachers on the impact of the continually changing curriculum on effective teaching and learning.

3.5.1 Advantages of designing research

The researcher decided to consider a research design in her study because planning prior to field research is advantageous.

Berg (2002), Taylor (2003), De Vaus (2001) and Tashakori and Teddlie (2003) mention advantages of designing research as follows:

- ❖ Planning is essential to research design;
- ❖ Research design ensures that evidence collected answers the main research question as unambiguously as possible.
- ❖ Research design assists the researcher to focus and control research proceedings better.
- ❖ Research design greatly increases the depth of understanding issues under investigation.

Some of the benefits include the advantages of research design as well as the scope of the work. During the planning, the researcher intends to answer two questions: What is the scope of the field research, and what is the nature of the data required?

3.5.2 Scope of field work

The term scope refers to the domain of inquiry, the coverage and reach of the project. Scope involves the substance of inquiry (limits of research topic), areas to be researched (the setting), and the sample (Morse and Richards, 2002). Morse and Richards (2002) go on to state what the scope must include, should comprise who, where, and which settings will be studied, in what ways, by whom, and for how long they will be studied; and what may be asked and answered.

In this study the researcher studied the impact of frequent change in curriculum on teaching and learning in junior secondary schools in rural areas. The research took place in the school environment in which the teaching and learning process takes place, and where teachers worked from whom data was collected. The data was collected by the researcher on how the frequent change in curriculum affects teaching and learning of the learners.

3.6. Research site

A research site is a place in which the researcher conducts research. The research sites for this study were two junior secondary schools with 31 teachers and 1256 learners. School A comprised 17 teachers and 596 learners, while School B had 14 teachers and 660 learners. Learners in both schools were isiXhosa speakers, that is, isiXhosa was their home language.

These schools were built within illiterate and unemployed communities. Some residents had informal employment, however, most of them depended on old-age pensions and child-support grants. Hence these schools were categorised as “no fee” schools. The schools were under the Libode district but were located close to Mthatha town, at a distance from Libode town. The schools are 30 km from Libode town and plus or minus 20 km from Mthatha town.

One of these schools was well built, that is, classrooms were in good condition and there was sufficient accommodation for learners and teachers. The second school was neither in good nor dilapidated condition. Accommodation was insufficient for learners; there was none for teachers, that is, there was no staff room. Both schools had computers, however, they had neither libraries nor laboratories.

Maree (2013:34) states that it is essential to select a site that is suitable and feasible. Once the research site has been selected, it is crucial to obtain permission to access the sites and conduct the research among the respondents or participants, indicating clearly who you will be collaborating with, when, and how.

3.7. Population

A population is a group of elements or cases, individuals, objects, or events that conform to specific criteria, and from which one intends to generate results of the research (McMillan & Schumacher, 2001). McMillan and Schumacher (2006), maintain that a population is a group of elements or events that conform to specific criteria and from which one intends to generate results of the research.

Johnson and Christensen (2008:224) define population (sometimes called a target population) as the set of all elements. It is the large group to which a researcher wishes to generalise his or her sample size. According to Babbie & Mouton (2005), a population of a study is a group of people about whom conclusions.

The population used for this study was composed of teachers from junior secondary schools in the Libode district. The target population of this study consists of teachers in Circuit 7 junior secondary schools. This population was chosen because of its proximity and familiarity. Because the researcher was a teacher at one of the junior secondary schools in Libode, it was easy for her to reach the schools and to deal with known staff members.

The population chosen was relevant and suitable for the study in that the teachers are the only curriculum implementers; teachers experience the effects of a curriculum which changes or is regularly amended. Most of them were there before

1994 and others were learners at that time, becoming teachers after 1994. Teachers were suitable participants for this study.

This study involved both male and female teachers in junior secondary schools. All teachers, including temporary as well as permanently-employed teachers in foundation, intermediate and senior phases were allowed to participate in the study.

3.8. Sample and Sampling procedure

3.8.1 Sampling

Maree (2013:79) says that sampling refers to the process used to select a portion of the population for study. The quality of the research, whether quantitative or qualitative, is directly related to the sampling procedures, the adequacy of the technique chosen, as well as the professionalism of implementation, and the appropriateness of the sample size. The purpose of sampling is to provide various types of information of either a qualitative or quantitative nature (or both) about a population by examining a few selected units.

Bless et al. (2013:163) mention some advantages of sampling vis-à-vis gathering data on a population:

- ❖ Gathering data on a sample is less time consuming.
- ❖ Gathering data on a sample is less costly since the costs of research are proportional to the research.

- ❖ Sampling may be the only practical method of data collection.
- ❖ Sampling is a practical way of collecting data when the population is infinite or extremely large, thus making a study of all its elements impossible.

Qualitative researchers must first decide whom or what to study. Johnson and Christensen (2008:243) say that this initial task is based on consideration of which populations or phenomena are relevant to the research focus being proposed or developed. The researcher typically defines a set of criteria or attributes that the people to be studied must possess, using these criteria to distinguish the people of potential interest from those people who should be excluded from consideration. Once these inclusion boundaries are set, the researcher knows whom he or she wishes to study, and can then attempt to locate and obtain the sample (Johnson & Christensen, *ibid.*).

The researcher used teachers from junior secondary schools from which to collect data. The reason for her choice was that the teachers are the people who implement curriculum in schools, and are therefore au fait with the impact of curriculum change on effective teaching in junior secondary schools.

Qualitative research is generally based on non-probability and purposive sampling rather than on probability or random sampling approaches. Qualitative research usually involves smaller sample sizes than quantitative research studies (Maree, 2013:79).

3.8.2 Sample

White (2005:114) defines a sample as a group of subjects or a situation representing a large group. Johnson and Christensen (2008:223), discussing sampling say that a good sample is one that is representative of the population from which it came from. This means that a representative sample resembles the population that it came from on all characteristics (the proportions of males and females, teachers and non-teachers, young and old people, and so forth). The above-mentioned researchers say that a sample is a set of elements taken from a larger population according to certain rules.

Twelve teachers from two junior secondary schools of Libode district were sampled to take part when data was collected by the researcher. Six teachers from each school were interviewed; two teachers from each phase. The sample comprised four teachers from the foundation phase, four from the intermediate phase, and four from the senior phase.

3.8.2.1 Criteria for selecting the sample

Williams (2003:73) suggests the criteria for selecting a sample:

- ❖ **Entry or access must be possible.** In this study the researcher was a junior secondary school teacher.

- ❖ **The selected area should contain appropriate people (target population).**

The schools in which the data was collected were junior secondary schools, and the teachers from which the data was collected were teaching in junior secondary school, foundation, intermediate and senior phases.

- ❖ **There must be a high probability that the study's focuses, processes, people, programmes, interactions, and/or structures that are part of research question/s will be available to the investigator.** In this research, teachers who implement the curriculum were part of the research. They were willing to be recorded, the researcher having asked to record them during the interview.

- ❖ **An individual or individuals could conduct the research effectively during the data-collection phase of the study.** The researcher was the only one to undertake fieldwork. The duration of interviewing was two weeks.

- ❖ **A sample must enable generalizations to be made.** In this research it was possible to generalise findings to the perceptions of junior secondary school teachers in general, not only Libode district teachers, but also those junior secondary teachers of the Eastern Cape Province.

3.8.3 Sampling procedure

This type of sampling does not require (a list of a large population). Participants in this study were purposively selected from junior secondary schools. The sample of twelve teachers was purposively selected on the basis of the phases they teach, that is, four from each phase in the GET band. The researcher believed that, by virtue of

being a teacher in the phase, participants would provide information useful to the study.

In purposive sampling (sometimes called judgemental sampling), the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics (Johnson & Christensen, 2008:239). These researchers continue, saying that purposive sampling is a non-random sampling technique in which the researcher solicits persons with specific characteristics to participate in a research study. These researchers also refer to a sample as a set of elements taken from a larger population according to certain rules.

Merriam (2002:12) defines purposive sampling as a type of inquiry that seeks to understand the meaning of a phenomenon from the perspective of the participants. It is essential to choose a sample from which the most can be learned, (Merriam, 2002:12). The researcher uses the term 'information-rich cases'.

Purposive sampling is used in special situations in which sampling is conducted with a special purpose in mind (Maree, 2013:178). Ezzy (2002:74) describes purposive sampling as one that provides a clear criterion or rationale for the selection of participants, or places to observe, or events that relate to the research question.

Purposeful sampling includes site selection, comprehensive sampling, maximum variation sampling, network sampling, and sampling by case study (McMillan & Schumacher, 2001:401). A few aspects will be discussed below:

- ❖ **Site selection:** Site selection refers to a site being selected to locate people involved in a particular event. Site selection is preferred when the research focus is on complex micro processes. A clear definition of the criteria for site selection is essential. In this study a school was selected at which teachers were located who are involved in teaching and learning.
- ❖ **Network sampling:** Network sampling, also called snowball sampling, is a strategy in which each successive participant or group is named by a preceding group or individual. Participant referrals are the basis of choosing a sample. The researcher develops a profile of the attitudes or particular traits sought and ask each participant to suggest others who fit the profile or have the attributes. Network sampling is frequently used for in-depth-interview studies, rather than participant observation research.

3.9. Instrumentation

The researcher chose to conduct **interviews** because interviews can probe for more specific answers and can repeat or reword a question when the response indicates that the respondent has misunderstood the question. There are three probing strategies that may be used to obtain the maximum amount of data, and to verify that

what you have heard is actually what the person has meant (Maree, 2013:88). The strategies are as follows:

- ❖ Detailed- oriented probes, elaboration probes and clarification probes.
- ❖ Detailed- oriented probes aim at ensuring that you understand the 'who', 'where', 'what' of the answer given by the participant.
- ❖ Elaboration probes are designed to gain the full picture, normally involving asking the participant to tell you more about a certain example or answer given.
- ❖ Clarification probes are used to check whether the interviewer's understanding of what has been said is accurate. Paraphrasing (giving the gist of what the interviewer thinks was said) may be useful to confirm what has indeed been said.

The researcher used elaboration probes to give the participants a clear picture of what is expected from them. Clarification probes were also used by the researcher to ensure that she had accurately understood what the respondent had said.

3.9.1. Interviews

An interview is a one-on-one verbal interaction between the interviewer and the interviewee with the aim of gathering information (Willis, 2007:146). Gray (2004:13) regards the interview as a conversation. In the conversation there are two people,

one an interviewer, and the other an interviewee. The interviewee may say as much as he or she wishes to.

Maree (2013:87) defines an interview as a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions, and behaviours of the participants. The aim of qualitative interviews is to see the world through the eyes of a participant, who may be a valuable source of information, provided used correctly.

According to Gray (2004:215), interviews may be divided into five categories:

Structured interviews, semi-structured interviews, informal conversational interviews, non-directive interviews, and, focused interviews.

Qualitative interviews consist of open-ended questions; they provide qualitative data (Johnson & Christensen, 2008:207). These researchers confirm that qualitative interviews are also called depth interviews because they may be used to obtain in-depth information about participants' thoughts, beliefs, knowledge, reasoning, motivation, and feelings on the topic.

The researcher chose to use **semi-structured interviews** because probing can be a problem area for structured interview. Respondents may not understand the question and may therefore be unable to answer it; or the respondents may not have received sufficient information to answer the question. Semi-structured interview guides were used by the researcher with the intention of exploring the participants' views, ideas,

beliefs, and attitudes about the impact of frequent changes in curriculum on effective teaching and learning in junior secondary schools. The selected techniques will be discussed in the following paragraph.

The researcher saw the interview as the appropriate means of collecting apposite data. Semi-structured interview questions were designed to give the participants the opportunity of expressing themselves freely without strict limitations. However, the main aim of the researcher was to design interview questions that would elicit deeper information from the participants to cover the main research objectives. As such, the interview was one of the predominant research techniques on which the study relied.

O'Leary (2010:194) defines interviewing as the art of asking and the art of listening. Furthermore, interviews can range from formal to informal, structured to unstructured; and can be one-on-one or involve a group (O'Leary, 2010:195). Gray (2004:213) regarded an interview as a conversation. The conversation is between two people, one of whom takes the role of interviewer. The researcher or the interviewer often uses open questions. When asked an open question, the interviewee is not restricted in answering.

Because an interview is a person-to-person interaction between two or more individuals sharing a specific purpose, the researcher is able to probe further should the questions not seem adequately answered. Interviews are flexible; the interviewer has the freedom to formulate questions as they come to mind around the issue being

researched. The researcher must not respond negatively or positively when answers are given as this will create some biases.

In this study educators who teach in junior secondary schools of Libode district were interviewed. The purpose of the interview was to gain 'one-on-one' information on teachers' perceptions of the effects of frequent change in curriculum on effective teaching. Lichtman (2013:217) says that the purpose of conducting an interview is to gather information from the participants about the topic being studied. The researcher used face-to-face interviews where semi-structured questions for interviews were prepared for data collection.

3.9.1.1 Advantages of the interview

Interviews were used by the researcher, because interviews being a research version of a frequently undertaken action. No special equipment is needed apart from a good tape-recorder and microphone (Robsons, (2007:7). The researcher used interviews because, when interviewing a subject, there is an opportunity of observing interviewees' reaction to the questions.

The purpose of conducting an interview is to gather information from participants about the topic under study (Lichtman, 2013:190).

The researcher used interviews to probe for more valid information about the respondents' attitudes and their opinions. Such information would not have been easily obtained by any other method. Another advantage is its flexibility. The interviewer was able to adjust questions to elicit valid information. The informal atmosphere allows the respondents to be open and honest. This is unlike for questionnaires: respondents can simply say what the researcher may like to hear.

3.9.1.2. Face-to-face interviews

A benefit of conducting face-to-face interviews is that this enables the researcher to gain participants' cooperation by establishing a relationship with them, which therefore facilitates the production of a high response rate (Leedy & Omrod 2001 in Maree, 2013:296).

The interviewer audio-taped all interviews and used handwritten notes to support the recordings. This assisted with the transcriptions for analysis purposes. Observations were noted during the interviews, especially with regard to non-verbal cues (Maree, 2013:297).

Advantages of face-to-face interviews are:

- ❖ **High response rate.** One of the main reasons for researchers' achieving good response rates through this method is the face-to-face nature of the

personal interview. Unlike when answering a questionnaire, people are more likely to readily to answer verbal questions on the topic.

- ❖ **Longer interviews may be tolerated.** In probing the answers of the respondents, a personal interview approach is preferred. Open-ended questions are better tolerated in interviews in that respondents find it more convenient to express a lengthy answer orally rather than in writing.
- ❖ **Better observation of behaviour.** Researchers may benefit from personal interviews because such interviews present a better opportunity of observing the attitude and behaviour of the respondents.

3.9.1.3. Semi-structured interviews

Gray (2004:215) notes that, although the researcher has a list of issues and questions he or she wishes to cover, these may not all be dealt with in each interview. This is so because the probability of changing the order of issues or questions is high. This possibility is usually determined by the direction of the interview. Additional questions may be asked, some of which were not anticipated at the start of the interview.

In semi-structured interviews, the participant is required to answer a set of predetermined questions that define the line of inquiry (Maree, 2007:87).

The semi-structured interview allows for probing of views and opinions (Gray, 2004:216). This happens when there is a desire for respondents to expand on their

answers. Probing is a way for the interviewer to explore new paths which were not initially considered (Gray, 2004:216). In this type of interview it is important for the researcher not only to listen to what the respondent says, but also to study the body language.

- ❖ The strength of semi-structured interviews is that they allow for probing of views and opinions (Gray, 2004:216). In addition, there is room to explain or rephrase the questions should respondents see them ambiguously. The semi-structured interview has its shortfalls. One of the shortfalls is that inexperienced interviewers may not be able to ask questions unhesitatingly. It is easy to be side-tracked by trivial aspects not related to the study (Maree, 2008).

Maree (2008:88) suggests that if this happens the researcher must guide the participant back to the focus of the interview. Good interviewers are good listeners, who do not dominate the interview, and understand that they are there to listen.

3.9.2. Observations

Observation is the systematic process of recording the behavioural patterns of participants, objects, and occurrences, without necessarily questioning or communicating with them (Maree 2013:83-84). Observation is an everyday activity in which senses (seeing, hearing, touching, smelling, and tasting) are used, together with intuition, in gathering fragments of data. The qualitative-data-gathering

technique is one in which the researcher uses senses to gather data (Maree, 2013:84). In this study the qualitative technique was used to enable the researcher to gain a deeper insight and understanding of the phenomenon being observed.

The researcher chose to use observation because this suited the nature of the study. It has already been mentioned that the study was to take the form of a case study in its natural setting, which is the school. The researcher had planned to observe the attitudes and some facial expressions of participants as the interviews were being conducted.

On the other hand, observation has its specific limitations. The researcher must always observe primary role as a researcher, remaining sufficiently detached to collect and analyse data relevant to the problem under investigation.

Lichtman (2013:222), talking about the various roles played by observers states:

If you are part of the group you observe, or if you become part of the group, you are called a participant observer. Observation usually occurs in settings that already exist, such as homes, educational or work settings, rather than in a contrived setting (Lichtman, 2013:222). The purpose of observation is to gather data.

3.10. Data collection procedure

The researcher asked the Department of Education in writing for permission to conduct the research. Permission was also sought in writing from principals of the schools in which research would be conducted (see Appendices). Permission was granted in writing to the researcher by the Department of Education and from school managers to collect data from schools (see Appendices). Interviews and observations were used to collect data from the teachers of the two selected schools.

Thereafter the researcher arranged times with school managers to visit the selected schools. The researcher then visited the schools to conduct interviews with teachers of various phases in each school. Interviews were per arrangement with school managers. The researcher first explained the purpose of the study: that it was about teachers' perceptions on the impact of continual change in curriculum on effective teaching in junior secondary schools.

Participants were given informed consent forms to sign before the interviews started. Participation was voluntary, and the participants were told that they had the right to withdraw any time they wished to, and that their identity was protected.

3.11. Data analysis

In this study, the researcher used transcribing, coding, categorising and presenting in themes the data collected from teachers of the selected schools, thereafter analysing it. This procedure gave meaning to the information collected making it easily accessed by readers interested in the study.

Bless et al. (2014:342) say that a core component of qualitative analysis is the process of coding. This refers to the text being broken into fragments which share common characteristics. Thus codes may be thought of as categories. The process of coding involves breaking up the original transcripts and classifying all the fragments into the given categories.

Qualitative-data analysis attempts to establish the way in which participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings, and experiences, in an attempt to approximate construction of the phenomenon (Johnson & Christensen, 2008:530).

Maree (2013:99) maintains that qualitative data analysis tends to be an ongoing and iterative (non-linear) process, implying that data collection, processing, analysis, and reporting are intertwined, and not merely a number of successive steps.

Lichtman (2013:248) suggests that, to make meaning of data, the researcher encodes words, phrases, segments, or other portions of text, maintaining that the

researcher begins with a large amount of material, for example, the text of an interview. That material is dissected and categorised into codes. The codes are reviewed, searching for those that overlap or are redundant (organise and categorise).

The conversation interview format was deployed, with the raw data used and placed into logical, meaningful categories in order to examine them. Coding techniques were used to categorise the responses according to an individual point of view. The researcher placed the raw data into meaningful categories so as to study them in a holistic fashion.

3.12. Research Quality

Research quality in qualitative research is judged in terms of a number of criteria. These include issues of validity, reliability, and trustworthiness. When qualitative researchers speak of 'research validity', they are usually referring to qualitative research that is plausible, credible, trustworthy, and therefore defensible (Johnson & Christensen, 2008:275). Researchers refer to reliability as the consistency or stability of the test scores; whereas validity refers to the accuracy of the inferences or interpretations made from the test scores.

3.12.1. Validity

Validity is considered the most important quality of a measured dependent variable or a test score (Suter, 2012:266). This is because validity has to do with whether the instrument used actually measures what it is supposed to measure. Validity is a primary concern of all researchers who gather educational data.

One potential threat to validity that researchers must avoid is researcher bias that is manipulating results so that they are consistent with the researcher's preferred findings (Johnson & Christensen, 2008:275). Johnson and Christensen (2008:275) aver that researcher bias tends to result from selective observation and selective recording of information, and also from allowing one's personal views and perspectives to affect the way in which data is interpreted and how the research is conducted.

In this study the researcher observed behaviour, such as facial expressions, made by participants being interviewed. The researcher also recorded all information gleaned from the participants.

Other terms associated with research validity in qualitative research includes descriptive validity, interpretive validity and theoretical validity (Johnson & Christensen, 2008:277-278).

Descriptive validity refers to the factual accuracy of the account as reported by the researchers. In other words, descriptive validity refers to accuracy in reporting descriptive information (description of events, objects, behaviour, people, settings, times, places and so forth) (Johnson & Christensen, 2008:278).

Interpretive validity refers to accurately portraying the meaning attached by participants to what is being studied by the researcher. More specifically, it refers to the degree to which the research participants' viewpoints, thoughts, feelings, intentions, and experiences are accurately understood by the qualitative researcher and portrayed in a research report (Johnson & Christensen, 2008:278).

Theoretical validity refers to the degree to which a theoretical explanation developed from a research study fits the data and is therefore credible and defensible. A strategy for promoting theoretical validity is extended fieldwork, which means spending a sufficient amount of time studying research participants and their setting. This strategy offers confidence that the patterns of relationships believed to be operating are stable and that reasons for these relationships occurring are understood (Johnson & Christensen, 2008:279).

Validity asks questions such as, 'What does this instrument actually measure?' and 'What do the results actually mean?' Unless the researcher can be sure that the measurement techniques are actually measuring what they are supposed to be measuring, the results are difficult to interpret (Bless, 2013:229). Validity is

concerned with precisely how accurately the observable measures represent the concept in question, or whether, in fact, they represent something else.

In considering the issue of validity, the researcher took the necessary steps with the development of the instrument to ensure validity. The researcher's supervisor first checked the validity of the interview questions to ensure their relevance to the study. This was also to check whether the expected answers might offend someone, or might cause any unforeseen problem, or to avoid eliciting answers that might embarrass the researcher.

All the interviewees were asked the same questions and were given sufficient time to respond. Follow-up questions were asked. The researcher paraphrased the interviewee's responses to some questions. This helped to increase validity by checking whether what the interviewer had heard was actually what the interviewee intended to say.

3.12.2. Reliability

Reliability plays second fiddle to validity. Reliability is of little consequence, if the instrument is not a valid one (Suter, 2012:267). Suter emphasises that reliability is a necessary condition for validity in the sense that reliability must be present for validity to exist. Reliability tells how well or consistently an instrument is measuring whatever it is measuring.

Maree (2007:147) maintains that reliability has to do with the consistency or repeatability of a measure or instrument. High reliability is obtained when the measure or instrument gives the same results when the research is repeated on the same or another similar sample. Delport (2005) defines reliability as referring to the stability or consistency of measurement. Reliability is concerned with accuracy and precision (Cohen, Manion & Morrison, 2000). The lower the degree of error in the instrument, the higher the reliability.

In this study, reliability of the study was confirmed in that responses from the participants were more or less the same, that is, when coding data, there were similar themes and conclusions. Reliability in qualitative research is viewed as the relationship between the recorded data and what has actually occurred in the setting being studied (De Vos, 2000). In order to enhance reliability, all collected data were analysed and interpreted in a uniform manner in this research.

3.12.3. Trustworthiness

Obviously this does not absolve the qualitative researcher of the need to evaluate the quality of research, however, in qualitative research this is done in terms of how much trust may be conferred on the research process and the findings (Bless et al., 2013:236).

Suter (2012:276) says that qualitative researchers use different terms to communicate the worth of their measurements and the conclusions based on them. Perhaps the most common term is 'trustworthy' says Suter, a concept used to refer to both reliability and validity in qualitative research.

Maree (2013:113) describes trustworthiness as of the utmost importance in qualitative research. Assessing trustworthiness is the acid test of data analysis. Maree (ibid.) mentions a few pointers that may be used to enhance the trustworthiness of the study, which are:

- ❖ **Using multiple-data sources:** Using data from various sources can help check findings.
- ❖ **Verifying raw data:** During subsequent interviews you may ask participants to verify the data gathered in earlier interviews, or during informal conversations with participants you may sound out your initial understandings with them to verify whether your interpretation of what they have shared with you is correct.
- ❖ **Maintaining confidentiality and anonymity:** Researchers believe that as long as they do not mention names or positions of persons, they have achieved confidentiality and anonymity.

As a researcher, it is important to treat the information from participants confidential. This applies other participants, their managers, and other people in general. The researcher used this technique, maintaining confidentiality and anonymity, as one of

the most important ethical issues in research study, and to win the trust of the participants.

Suter (2012:276) comments that qualitative researchers use different terms to communicate the worth of their measurements and conclusions based on them.

Bless et al. (2013:238) suggest some tools for increasing research trustworthiness:

- ❖ **Adequate description of context**; this covers, detailed descriptions of the researcher, the participants, their relationship, and the context in which they find themselves. Such description is essential because qualitative research emphasises the context in which the study takes place. The researcher introduced herself, stating who she was, why she was there, the research topic and the reason for conducting the research.
- ❖ **Concurrent data collection and analysis**: this implies that, by analysing data as it is being collected, a particular aspect of the investigation that the researcher was not previously aware of what might be highlighted. For example, adding a question to an interview could allow further interesting information to emerge. The researcher adopted this stance by listening to the recording after each interview. The researcher was in this way afforded some probing questions as well as elaborations to questions being asked.
- ❖ **Triangulation**: This method is most frequently used to verify and increase the trustworthiness of qualitative research. The purpose of conducting triangulation was to show that the results obtained were independent of the methodology used.

- ❖ **Methodological verification:** this is the process of having other experienced researchers verifying the logic and implementation of each step of the methodology. The method of collecting data was verified by the researchers' supervisor.
- ❖ **Ensuring data saturation:** The researcher must be able to show that sufficient data has been collected to reflect the full range and depth of the topic.
- ❖ **Respondent validation:** Sometimes called member checking or informant feedback, this is a process whereby the researcher presents the results of a study to the people who provided the original data asking for their feedback.
- ❖ **Use of sufficient verbatim quotations;** By including many direct quotations from the original data in research reports, the researcher allows the reader to hear exactly what respondents said and how the researcher interpreted that information. This is another important characteristic of rigorous qualitative research. The researcher used direct verbatim quotations to construct an image for the reader.

Suter (2012:362) comments that many qualitative researchers agree that data trustworthiness, whether collected from direct observations, focus groups, or interviews, is evidenced by the following:

- ❖ **Transferability;** which refers to evidence supporting the generalization of findings to other contexts – across different participants, groups, situations, inter alia.

- ❖ **Dependability**; in which the qualitative researcher gathers evidence to support the claim that similar results would be obtained were the study repeated.
- ❖ **Confirmability**; refers to objectivity (neutrality) and the control of researcher bias. Bias in qualitative research is an ever-present concern. Confirmability is also enhanced by consistency with quantitative research findings that reach similar conclusions.
- ❖ **Credibility**; refers to the believability of the findings. Credibility is enhanced by evidence such as that confirming evaluation of conclusions by research participants, convergence of multiple sources of evidence, control of unwanted influences, and theoretical fit.

3.13. Ethical considerations

Ethics refer to principles or rules of behaviour that act to dictate what is actually acceptable or allowed (O'Leary, 2005:72). Ethical issues were important since the study involved human subjects. Walter-Adams (2006) writes that any research which involves other people in some way has ethical implications.

Ethics has to do with the application of moral principles to prevent harming or wronging others, to promote the good, to be respectful and to be fair. Ethical considerations, issues, concerns and questions apply to each stage and aspect of

the research process, regardless of the methodologies adopted and the specific methods used (Wellington et al., 2005:104).

McNamee and Bridges (2002:8) say that ethics is an immediate relationship between the individual person and moral values, without the mediation of a social group as a source of either understanding or motivation. A code of ethics is concerned with the right, not the good (McNamee & Bridges, (2002:101).

Bless et al. (2013:31), in discussing respect for participants' rights and dignity say that, no research project should in any way violate participants' legal and human rights when participants are recruited. An important part of protecting people's dignity is understanding and respecting their culture.

Ethical behaviour represents a set of moral principles, rules, or standards governing a person or a profession. To be ethical is to do good and avoid evil (Lichtman, 2013:51). Johnson and Christensen (2008:101) define ethics as the principles and guidelines that help us uphold the things that we value.

There are three basic approaches that people tend to adopt when considering ethical issues (Johnson and Christensen, 2008:101), namely, deontology, ethical scepticism and utilitarianism.

The deontological approach takes the position that ethical issues must be judged on the basis of some universal code, (The root of the word is the Greek word "deon",

which means “duty” or “obligation”). Certain actions are inherently unethical and should never be performed regardless of the circumstances.

A person using ethical scepticism would argue that concrete and inviolate moral codes such as those used by the deontologists cannot be formulated. According to this approach, an ethical decision must be a matter of the individual conscience, and the researcher should do what he or she thinks is right, refraining from his or her notion of wrong doing.

The third approach to assessing ethical issues is that of utilitarianism. This position maintains that judgements regarding the ethics of a particular research study depend on the consequences of that study both for the individual research participant and for the larger benefit that may arise from the study results.

Bless et al. (2013:28) mention that research ethics places an emphasis on the human and sensitive treatment of research participants, who may be placed at varying degrees of risk by research procedures. It is the researcher’s responsibility to ensure that his or her research is ethically conducted. In fact, before a single participant is contacted, the researcher must ensure that the research plan can pass an ethical evaluation.

The participants were properly informed of the purpose of the research, the methods of instruction which they would be subjected to and the need for the voluntary

participation. The researcher was responsible for protecting the rights and welfare of the participants in the study.

Ethical considerations mentioned by various authors are as follows:

3.13.1. Permission

Permission to visit schools was sought from and granted by the Department of Education. The researcher received the letter from her supervisor (see Appendix B) granting the permission to conduct a research. The researcher took the letter to the Department of Education, asking permission to conduct research in schools, together with a letter written by the researcher.

The researcher again wrote to the principals of the schools asking permission (see Appendix C) for access to the sites where the research was to be conducted. Individual principals of the selected schools were approached; they authorised the conducting of the study in their schools. Permission was granted to the researcher in writing by school managers for conducting research in their schools (see Appendix D). It was only after the granting of explicit and written permission that the researcher proceeded with data collection in identified schools.

Bless et al. (2013:35) describes as asking permission the: obtaining of access to research participants by means of gatekeepers. This means that sometimes it may

be necessary for a researcher first to approach a gatekeeper, such as a school or educational authority before approaching participants directly to participate in a study.

McNamee and Bridges (2002:23) refer to gatekeepers as those who give access to a research field. Their role may be in allowing investigators into a given physical space, or it may go further in granting permission for research to be conducted in a particular way.

3.13.2. Informed consent

Informed consent means agreeing to participate in a study after being informed of its purpose, procedures, risks, benefits, alternative procedures, and limits of confidentiality (Johnson & Christensen, 2008:109). Before a person can participate in a research study, the researcher must give the prospective participant a description of all features of the study that might reasonably influence his or her willingness to participate.

One of the most important principles in the codes of ethics is informed consent. This is one of the critical issues in research, requiring that respondents be fully aware of the consequences of the research (Konza, 2001:1).

Participants in research must be told what they are letting themselves in for before they make the decision to co-operate. Individuals participating in a research study should be informed of the nature of the study. Prospective participants may choose whether or not to participate (Lichtman, 2013:53), they must not be coerced into participation.

There are situations in which informed consent may not be possible. It becomes more difficult to obtain consent from minors or individuals who do not have a clear understanding of written English, or from those who are mentally disabled or emotionally fragile (Lichtman, 2013:53).

Minors are presumed to be incompetent to make decisions, and may not give consent. Consent must be obtained from a parent (or the minor's legal guardian) after having been informed of all features of the study that could affect their willingness to allow their children to participate. Once consent has been obtained from the minor's parent or guardian, assent must be obtained from the minor (Johnson & Christensen, 2008:112). This means that the minor has to agree to participate in the research after being informed of all the features that could affect his or her willingness to participate.

Informed consent is one of the critical issues in making sure that participants are informed, as far as possible, about the nature of the study (Lichtman, 2013:54).

Obtaining informed consent implies that adequate information is given about the goal of the investigation and procedures to be followed during the investigation. The possible advantages, disadvantages, and dangers, to which the respondents may be exposed, as well as the credibility of the researcher, are to be communicated to potential subjects or their legal representatives (Babbie, 2006:205).

The researcher sought informed consent from participants in the study. A consent form was designed. Participants were asked to complete the form after the purpose of the study and conditions of participation had been explained to them (see Appendix E for Educator Consent form). Teachers were at first reluctant to participate in interviews. This changed when the researcher explained the purpose of the study and that anonymity and confidentiality would be guaranteed.

The researcher explained that the study was for academic purposes and that the findings were important to the improvement of curriculum planning and development. All participants signed the consent forms and were told that they could withdraw from the study at any time, participation being voluntary.

Johnson and Christensen (2008:114-117) also mentioned certain other forms of consent, namely, informed consent, and consent for minors as research participants (already mentioned in the above information), passive and active consent, additional consent, also offering on deception.

3.13.2.1 Passive versus active consent

Active consent involves consenting to participate in a research study by signing a consent form. The parent of the minor would read the consent form; either agreeing or refusing to consent, before returning the consent form to the researcher.

Passive consent is a process whereby consent is given by not returning the consent form. Parents or legal guardians return the consent form only if they do not wish their child to participate in the research.

3.13.2.2 Additional consent

Additional research studies conducted within the confines of a school system require the cooperation of a variety of individuals such as teachers, the principal, and superintendent and these individuals must grant their approval of the study, which means that informed consent must also be received from them.

3.13.2.3 Deception and Debriefing

Under the principle of informed consent, research participants are supposed to receive information about the purpose and the nature of the study. Sometimes providing full disclosure of the nature and purpose of the study will alter the outcome and invalidate the study. In such instances, it is necessary to mislead or withhold information from the research participants. In other words, it is sometimes necessary

to engage in deception to obtain valid study results (Johnson & Christensen, 2008:116).

The American Education Research Association (AERA) Guiding Standards explicitly state that deception is discouraged unless it is necessary for the integrity of the study. If deception is used, the reason for deception should be explained to the participants in the debriefing session held after the study has been completed (Johnson & Christensen, 2008:116).

Bless et al. (2013:34) agree with AERA, stating that deception causes many ethical problems and if used, safeguards must be employed. The most common safeguards are:

- ❖ The researcher must ensure that the deception poses no serious or long-term risks.
- ❖ The researcher must explain the true nature of the deception to the participants in a debriefing, which occurs once all the data has been gathered.
- ❖ The debriefing should counter any lingering misconceptions, possible discomfort or risk that may have been generated by the deception.

Debriefing should be conducted with care to ensure that participants are not left with bad feeling or doubts about themselves based on their performance in their study.

Debriefing refers to a post-study interview, in which all aspects of the study are revealed, any reasons for deception are explained, and any questions the participant has about the study are answered.

Johnson and Christensen, 2008:117) have pointed out that debriefing should meet the two goals of de-hoaxing and desensitising. Dehoaxing refers to informing the participants about any deception that was used in the study and explaining the reasons for its use. Desensitising refers to helping the participants during the debriefing interview deal with and eliminate any stress or other undesirable feeling that the study has created. This might be the case if (you are studying cheating behaviour or failure). One of the tactics used by experimenters is to point out that the participant's behaviour or feeling was normal and expected.

In this study there was no deception made and the consent forms were signed by the participants who were teachers, there being no minors participating in the study.

3.13.3. Rights of participants

The AERA ethical standards explicitly state that research participants have the right to withdraw from a study at any time, unless otherwise constrained by their official capacity (Johnson & Christensen, 2008:117). Special consideration should be given to minors and to their freedom to dissent. The Ethical Standards for Research in Child Development states that the child's freedom to choose not to participate should be respected.

No research project should in any way violate participants' legal and human rights when participants are recruited. An important part of protecting people's dignity is understanding and respecting their culture (Bless et al., 2013:31).

Participants have the right to take part or to withdraw any time they wish to do so, having been clearly told by the researcher that they could terminate their participation at any time with no penalty.

3.13.4. Confidentiality and anonymity

Information obtained from the participants has to be held confidential; no one should have access to individual data or to the names of participants except the researcher. A system to link names to data, if used, should be destroyed. The researcher met with participants in order to brief them on the purpose of the study, the reasons for and the benefits of their participation, and the right of choice to participate. The participants were further informed of the confidentiality of the information they would be giving the researcher; and also that their names or identification would be kept unknown to anyone.

Any individual, group or organisation participating in the research study has a reasonable expectation that its identity will not be revealed (Lichtman, 2013:53). Identifying information should be removed from researcher's records. Permission to make public information that might reveal who they are or who the organisation is

should be asked of the participants. Caution must be used in publishing long verbatim quotes.

The AERA ethical standards state that, the research participants have the right to remain anonymous and the confidentiality of both the participants and the data must be protected (Johnson & Christensen, 2008:118). Johnson and Christensen (2008:119) define privacy as controlling other people's access to information about a person. Respecting the privacy of research participants is at the heart of the conducting of ethical research.

Anonymity, according to Johnson and Christensen (2008:119) is an excellent way of protecting privacy because anonymity means that the identity of the participants is not known to the researcher. Confidentiality is the other means that researchers use to protect the privacy of the research participants. Confidentiality refers to an agreement with the research investigators about what may be done with the information obtained about a research participant (Johnson & Christensen, 2008:119).

The participant is entitled to expect that information provided to the researcher will not be given to anyone else, and will be treated in a confidential manner (Lichtman, 2013:53). The researcher must be much more sensitive regarding information obtained from minors and other vulnerable groups of people.

3.13.5. Harm to participants

The most important and most fundamental issue confronting the researcher is the treatment of the research participants (Johnson & Christensen, 2008:105). Qualitative research is an ongoing and evolving process, with the data-collection process more like a friendship between the participant and the researcher. Safety of the participants was assured by the researcher, especially in that data was collected while they were still at schools.

Lichtman (2013:52) says that there should be a reasonable expectation by those participating in a research study that they will not be involved in any situation in which they might be harmed. It is best to safeguard against taking any action in a study that will harm the participants.

Bless (2013:29) discusses non-maleficence which he suggests is the most basic principle of research. Participants must not be harmed by participating in the research. The researcher further states that harm may occur either intentionally or unintentionally during the course of research. Should a particular research procedure produce unpleasant effects for participants, the researcher should have the firmest scientific grounds for conducting it.

3.13.6 Rapport and friendship

Once participants agree to be part of a study; the researcher develops rapport with them to encourage disclosure of information (Lichtman, 2013:54). Marilyn Lichtman adds that researchers should provide an environment that is trustworthy; at the same time, they must be sensitive to the power that they hold over participants. Researchers must avoid setting up a situation in which participants view themselves as friends with a researcher.

3.13.7 Intrusiveness

Intrusiveness can mean intruding on participants' time, intruding on their space, and intruding on their personal lives (Lichtman, 2013:54). In designing a research study, a reasonable estimate must be made of the amount of time participation will take.

As was the case with this study, the researcher had to indicate in the letter the time to be spent with each teacher when asking permission to conduct a research from the Department of Education. The duration of each visit per school had to be estimated, therefore the researcher had to arrange with the principals for sufficient time to be spent at schools.

3.13.8 Inappropriate behaviour

The researcher did not engage in conduct of a personal or sexual nature. Researchers might find themselves growing too close to the participants and blurring boundaries between themselves and others (Lichtman, 2013:55). Should a researcher believe he or she is growing too close to the participants, appropriate action must be taken. The researcher is bound by a code of conduct to treat participants with respect.

3.13.9 Data interpretation

Misleading statements should be avoided. Researchers should be aware of admonitions to interpret data conservatively, going beyond what numbers or facts show (Lichtman, 2013:55). Lichtman also believes that a researcher is expected to analyse data in a manner that avoids misstatements, misinterpretations, or fraudulent analysis. A researcher has the responsibility of interpreting the data and presenting evidence so that others can decide to what extent the interpretation is believable.

Bless et al. (2013:35), when referring to ethics in analysis and reporting states that researchers are not allowed to change their data or observations. The researchers add that the fabrication or falsification of data is a very serious ethical transgression.

As the researcher was recording the information from the participants using her cell phone, there was no way that she could change the dialogue during analysis.

3.13.10 Data ownership and rewards

The researcher owns the work generated (Lichtman, 2013:55). Some researchers choose to archive data and make it available through data-banks. Bless et al. (2013:36) suggests that when research results are published, it is important that participants not be identified by name or in any other way that would make it possible for them to be identified. Parry and Mauthner 2004 in (Lichtman, 2013:55) suggested that because qualitative data might be a joint construction between researcher and respondent, there are unique issues related to confidentiality, anonymity, and consent.

3.13.11 Appropriate referral

The researcher must always anticipate the possibility of the compromising of research participants' well-being (psychological, emotional, physical and/or social), after a traumatic experience such as social turbulence or displacement. Processes must be put in place to manage any negative consequences, should they occur. This is most commonly achieved by arranging appropriate referral to a counselling centre, social work agency, or medical facility.

3.13.12 Reporting back to participants

The researcher must present the results of every study to the research participants in a form that is easily understandable. Factors such as participants' home language, culture and education level must be considered (Bless et al., 2013:35).

Bless et al. (2013:35) also suggest the following principles of ethical research:

- ❖ **Non- maleficence:** The most basic principle of research is that participants must not be harmed by participating in the research. It is important to note that harm may occur either intentionally or unintentionally during the course of a research study. If a particular research procedure produces unpleasant effects for participants, the researcher should have the firmest scientific grounds for conducting it.
- ❖ **Beneficence:** The principle of beneficence requires social and behavioural researchers to conduct research that is effective and significant in promoting the welfare of people.
- ❖ **Autonomy:** The principle of autonomy incorporates the freedom of individual's actions and choices to decide whether or not to participate in research. The principle of informed consent is of paramount importance. The principle of autonomy can, however, affect the generalizability of the results in the sense that people who agree to participate in research may differ from the many others who do not volunteer. This is known as the volunteer effect.

- ❖ **Justice:** The principle of justice is based on the belief that all people should be treated equally. People should not be discriminated against in research on the basis of race, gender, disability, income level, or any other characteristic
- ❖ **Fidelity:** The principle of fidelity implies faithfulness and keeping promises or agreements, specifically between the researcher and the participant. Thus, engaging in deception or breaching confidentiality is an ethical violation that infringes on a participant's rights.
- ❖ **Respect for participants' rights and dignity:** As a researcher, it is necessary to ensure that the dignity and self-respect of participants is always preserved. An important part of protecting people's dignity is understanding and respecting their rights.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

In this chapter data presentation, analysis and interpretation are dealt with. According to MacMillan and Schumacher (2006:370), data analysis entails organising, synthesizing and interpreting of raw data for the purpose of writing and reporting findings.

4.2. Analytical procedure followed

The researcher, through recording conversations and taking notes captured the patterns and words of the twelve junior secondary school teachers who were participants. The interview transcripts from participants were transcribed. The researcher thereafter coded them by placing the transcribed raw data into logical, meaningful categories, examining the data holistically. The researcher, lastly, examined the themes identified from the individual responses, before determining how they were linked.

4.3. Data analysis and interpretation

There were only 12 rural junior secondary schools involved in this research. Twelve (12) participants participated in interviews. The target group comprised four (4)

teachers per phase (foundation, intermediate and senior phases). The above sample was chosen using purposive sampling. All the selected schools were in the Libode education district of the Eastern Cape. An interview schedule was used as a tool for collecting data.

4.3.1. Demographic characteristics of participants

This section contains the discussion of the demographic characteristics of the participants.

Table 4. : Distribution of participants by institution and years as teachers.

Institution	Less than 5 years	6 – 10 years	Over 10 years	Total
A	0	1	5	6
B	0	0	6	6

As shown in Table 4.3.1.1, one hundred per cent (100%) of the participants interviewed were experienced teachers having spent many years in the Department of Education, Eastern Cape. Some teachers had taught in other schools before entering the schools in which they were interviewed. However, all teachers were in the same department and were exposed to the curricula used in the province, and in South Africa.

Table 5. Distribution of participants by institution and gender

Institution	Female	Male	Total
A	5	1	6
B	4	2	6

Most of the participants were females who comprised seventy five percent (75%) of the sample. Twenty five per cent (25%), the males, were therefore in the minority. This was especially valid in school A at which only one male participant was interviewed; he was the only male of a total of fourteen teachers. In school B, all male teachers were teaching in the senior phase, therefore the researcher targeted two teachers per phase per school/ institution.

Table 6. Distribution of participants by institution and phases being taught by the participants.

Institution	Foundation Phase	Intermediate Phase	Senior Phase	Total
A	2	2	2	6
B	2	2	2	6

Owing to excellent teachers' participation through the principals' permission from each school in which the researcher was collecting data, it proved effortless for the

researcher to collect data from the targeted number of participants from each phase. Four teachers per phase was the target of the research.

Table 7. Explanation of codes

Educator	Phase and Institution
A1	Senior phase teacher in School A
A2	Senior phase teacher in School A
B1	Senior phase teacher in School B
B2	Senior phase teacher in School B
A3	Intermediate phase teacher in School A
A4	Intermediate phase teacher in School A
B3	Intermediate phase teacher in School B
B4	Intermediate phase teacher in School B
A5	Foundation phase teacher in School A

A6	Foundation phase teacher in School A
B5	Foundation phase teacher in School B
B6	Foundation phase teacher in School B

Two teachers per phase, per school participated in providing the researcher with the necessary information for the study's effectiveness. This amounted to four teachers per phase as per the researchers' target.

The process entailed the presentation of data which was followed by the analysis of responses to interview questions posed to each participant.

4.3.2. Presentation, analysis and interpretation of interview responses.

At the end of this section, the researcher will present the summary of themes which emerged from the analysis and interpretation of interviewee responses.

4.3.2.1. Interview questions

The questions which were prepared by the researcher to ask of the participants were as follows (see Appendix F):

1. How far has curriculum change influenced your teaching and pupil learning?

1.1. How long have you been engaged in teaching learners at school?

1.2. Which phases have you been teaching up to the present?

1.3. Since the implementation of the new curriculum, Curriculum 2005 (C2005) in 1997; its revision, Revised National Curriculum Statement (RNCS) in 1997; its further revision, National Curriculum Statement (NCS) in 2007 and then its amendment, Curriculum and Assessment Policy Statement (CAPS) in 2012:

(i) Have you noticed any positive developments in as far as applications of teaching strategies and assessment are concerned?

(ii) Does such continual change in curriculum have an influence on your teaching?

(iii) If yes, kindly elaborate?

(iv) If no, kindly give reasons?

2. How far has the curriculum promoted continuity across different phases?

2.1. Through your observation as a teacher, are there any links in-between phases (in subject, content and age) which allow learner understanding to be developed?

2.2. If yes, what can you specify that suggests to you that there is a link?

2.3. If no, what do you think is lacking/-what should be revisited?

3. Has the curriculum enhanced teachers' professionalism and their capacity to develop learners' knowledge and understanding of the present generation?

3.1. Are the workshops conducted by the department enhancing your professionalism?

(i) Can you elaborate on your answer?

3.2. Are you confident that your learners can compete with the outside world using the skills and knowledge with which you have equipped them?

3.3. If no, kindly offer reasons?

3.4. If yes, kindly expand on your answer, giving details/evidence.

4. Do you think curriculum change is necessary?

4.1. If so, kindly elaborate?

4.2. If you were on the curriculum planning panel, please offer some specific suggestions to be considered in planning the new curriculum?

4.3.2.2. Responses to interview questions by the interviewee

Q.1. How far has curriculum change influenced teaching and pupil learning?

1.1. How long have you been engaged in teaching learners at school?

1.2. Which phases have you been teaching up to the present?

1.3. (i) Have you noticed any positive developments in as far as application of teaching strategies and assessment are concerned?

(ii) Does this continual change in teaching have any influence in your teaching?

The first question has to do with the influence of curriculum change on the teaching and learning in schools. The researcher was interested in how long the participants had been involved in the teaching of learners at school. This information should

match the experience of the participant. Information on the duration would determine the experience the interviewee/-participant has about the current curriculum used in South Africa, in comparison with the old curriculum.

A1: "1. 1997.

2. *All phases but currently senior phase.*

3. (i) *Yes because as from then, from traditional approach there is that independence of learners, it is not about you now that they were reproducing what the teacher says. Learners go an extra mile, searching information for themselves and now it is whereby the teacher starts to identify the condition of learners as a result, teacher in class through the learners' response can see that ok, this strategy is not good for learners so I have to change it, and even in us as teachers you have to research.*

(ii) *Yes but the only challenge is that as teachers, the moment you feel you understand curriculum and the way it should be implemented in class, and you are trying your best, the new one is introduced and you lose confidence. Change is done now and again and it is now frustrating to us as teachers. You start not knowing whether you are developed or not. It does have influence but there is also a challenge. It challenges a lot in the fact that you must not relax, you must learn more, and you must be ahead. You don't have to sit and wait for everything to be done for you. A lazy teacher will have a problem, a diligent teacher is required".*

From participant A1's point of view, it is clear that she is comfortable with the way in which learners learn under the OBE system. The teacher applauds the strategies and that learners are free to search information for themselves without depending to

the teacher as was the case with the old curriculum, however, comfortable as she is, there is the challenge of sudden and regular curriculum-change. The participant states that, *"...as teachers, the moment you feel you understand curriculum and the way it should be implemented in class, and you are trying your best, the new one is introduced and you lose confidence."* She then adds, *"...it is now frustrating to us as teachers."*

A3: *"1. 1991.*

2. Intermediate and senior phase, I am intermediate phase currently.

*3. (i) Not as such because it was said that with OBE lot of information will come from the learners but with us in this community it does not work because these learners do not have enough sources of information, no libraries or laboratories. Cell phone was not popular to get information from them and even now some learners do not have them so there is a challenge and it affected assessment because there is not enough information that you get from the learners, so you end up teaching them or telling them **(laughing)** to get information you want."*

(ii) Yes because you know, through the way we were trained to teach a child, we feel that with the new curriculum you have to learn new things/ adapt to it. We have to attend workshops although some of these workshops are not effective in so much that you end up using the way you were trained in training college."

Participant A3 shows no confidence in Outcomes Based Education, teaching and learning strategies, and even the workshops teachers attend at which they are supposed to be equipped with strategies to apply during the implementation in the

classroom. *"...there is not much information that you get from the learners, so you end up teaching them or telling them to get the information you want. We have to attend workshops although some of these workshops are not effective in so much that you end up using the way you were trained in training college"* said the teacher.

A2: "1. 1998

2. *Started teaching ABET, (where I got workshops and got informed about OBE. That its intensions are to correct problems caused by education apartheid), level 4. Actually I taught Intermediate Phase and now I am in Senior Phase.*

3. (i) *I cannot say it is development as such but "awareness" through the information I found from the workshops and also through upgrading myself. I do not see any need for these curriculum changes because you know what you teach must be true to life. For myself I am fully fledged, I do not need any change.*

A5: "1. 2002.

2. *Intermediate phase for 3 years, Senior Phase for 1 year, foundation phase till now.*

3. (i) *Yes. I can say it is there, a little bit because there is not much failure rate. Learners are not repeating classes but not because of this policy (CAPS). It is also not good as learners are proceeding without being ready/ raw. I am not happy. (Ndiphinde ndigxeke le nto yoba umntwana adluliselwe kwenye iclass engaphekekanga ncam kuba kaloku abafundanga ncam/ eraw).* I am not happy.

(ii) *"Iyandigqwetha, meaning that it confuses me. I am not happy that much because of this continual change. I am not comfortable; I become sick because when you*

focus on the current curriculum, the new one is introduced. (Iyasigulisa le nto), makes us sick (becoming sulky). You are not happy thinking about this, on what to do about the child/ how to deal with the child”.

Participant A5 is not at all comfortable with her situation. As with interviewee A.1, she has a problem with the continual change of the curriculum. This teacher is also concerned with the policy used for the progression and promotion of the learners. This belief is justified in that the participant states, “*It confuses me. I am not happy that much because of this continuous change. I become sick because when you focus on the current curriculum, the new one is introduced.*” The teacher is also concerned about learners in the GET band progressing to the following grade (progression policy) taking into consideration years in phase and the age of the learner. The learner’s performance is overlooked. “*It is also not good as learners are proceeding without being ready, raw,*” she said.

A6: “1. 2007

2. Foundation phase

3. (i). No, instead it is confusing, because you have to know the concept used, even seating arrangement. It takes time because even planning a lesson plan takes time so you have to consult others even to understand concepts used in the curriculum.

(ii) No because I am using the old method, there is no change made by the new curriculum.

Seemingly, participant A6 is not comfortable at all with the new curriculum, complaining about the new concepts and time taken to satisfy the requirements of the new curriculum. *"...instead is confusing. I am using the old method, there is no change made by the new curriculum."* she said. The researcher is unsure whether this is owing to the teacher's starting teaching after Curriculum 2005 (C2005). The Revised National Curriculum Statement (RNCS) had already been introduced and revised, because by 2007 the National Curriculum Statement (NCS) was introduced. The teacher possibly struggled to follow the two curricula, or she had a problem with workshops which were conducted during the NCS period.

It is possible that the school did not support her. There seems to be a problem with this Grade R teacher. *"...even planning a lesson plan it takes time, you have to consult others even to understand concepts in the new curriculum,"* she remarks.

A4. "1. 1992

2. Intermediate phase

(i) There is development but there is a problem in connection with resources. There are no libraries in our schools (rural schools) for learners to do their investigation. No computers for internet, few if any, to be used by few learners at a time. Our learners, some of them lack discipline and teachers have less control due to the rights learners have.

(ii) No, it confuses me."

Participant A4 is concerned about lack of resources in rural areas and lack of discipline in some of their learners.

B5: “1. Over 20 years.

2. Foundation and intermediate phase only. Currently in foundation phase.

3. (i) There is a development (**repeated twice**) but there are problems too, but concerning the learners there is a change but concerning us teachers it is not easy because there is a lot of paperwork. You’ll find that it is not easy to find the teaching time because you have to concentrate in these paper works so it would be better if you teach children and test them, but you have to teach and write what you said to children and that takes us time. Too much work.

(ii) No, even if the curriculum is changing but what you are teaching is the same because if you are teaching addition, it is addition even if curriculum is OBE whatever. If its multiplication, its multiplication, the only thing is..... There is no change, no change in the curriculum. The topics you are teaching are the same only that its OBE, curriculum “what what” and now is “what is this”. CAPS is the same what you are teaching is the same but you have to record now. I think some of the things are not necessarily.

(The researcher then reminded the interviewee that recording was conducted even before OBE was introduced) and the interviewee responded by saying:

“Yes we were recording but not the way we are doing it now. You see these things, you have to do marking, you analyse and sometimes you do not know what to say because when you were preparing a lesson you saw it was ok the way you were

preparing it but you'll find that if they do not understand, you have to find another strategy something you do not know how to do because you have done enough, so those are the things."

Participant B5 can see change in learners; however she finds herself overwhelmed by paperwork. This teacher sees no development in teaching. The content is the same, so the change in curriculum does not affect the learners' performance positively. "...Concerning learners there is change but concerning us as teachers it is not easy because there is a lot of paperwork. ...you have to do marking, you analyse and sometimes you do not know what to say..." she said.

B3: "1. 20 years

2. Senior phase and intermediate phase, currently teaching intermediate phase. 3. (i) No big difference in my subjects because I am teaching maths and maths is maths anytime. There is no difference $2+2$ is $2+2$ even if it's NCS, RNCS, what I hate is writing everytime, record, keep files. There is no change in my learning area. 1993, since then, no change because even if I do group work, I see no change. (ii) May be little, little, little. I see no difference because the real thing we are teaching is not changing. May be the strategies but this one of group work is chaotic for me, I don't like it, maybe I am too weak in controlling the class during group work or I don't know how to manage them. It's worse in this school because we have bigger classes and I have groups of six or eight and there are those who have no roles. They are making noise and they are just playing."

Participant B3 sees no difference because content is not changing but is concerned with large numbers in one class which result in learners being unruly.

B6: “1.1989.

2. *Foundation phase mostly, 2 years in intermediate phase but currently I am teaching foundation phase.*

3. (i) *In my perception, I don't see any development that much because you'll find that we were trained to teach for three years , now when they are changing the curriculum, they train us for one week and expect that we master that, which is very impossible so as teachers we end up not clear, not knowing exactly what we are doing and it affects learning and personally, I don't see any development instead we are deteriorating day by day, that is why we are tired of teaching because you don't know exactly what is needed because today is this, tomorrow is another thing.*
(ii) *With CAPS, yes. There is a little improvement because I think CAPS (as I said I started in 1989), is related to that system that we were trained for, at least with CAPS we are a little bit comfortable. I say a little bit but there is a lot of paperwork we need to do, even with CAPS it takes a lot of time.”*

The researcher believes that participant B6 prefers the traditional approach because she is concerned with the short period of training on the current curriculum. The teacher is afraid that teachers' performance is deteriorating because they are not sure of exactly what to do in class. The teacher says, *“I don't see any development instead we are deteriorating day by day, that is why we are tired of teaching because you don't know exactly what is needed because today is this, tomorrow is another*

thing". Concerning the Outcomes Based Education approach, she prefers CAPS because it is of the same system as the one they were trained on; however, as with A4, this teacher finds the paperwork overwhelming.

B4: "1. 1995.

2. Gr. 10-12 then intermediate phase but learning areas are changing although curriculum is one. **(By this further explanation the educator was trying to make it clear that although she is in intermediate phase but she is not teaching the same learning areas).**

3. (i) *I was not there by the time of OBE. Yes, but there is a lot of work in this changing curriculum process "siyasebenza !" which means we are working a lot. This curriculum is changing now and again even to the learners we introduce this today, tomorrow we change, a day after tomorrow it is a new thing again. Learners are being affected because we do not focus on one thing, you see, and also us as teachers as well, there is a lot of paperwork because you need to have a file and what you are going to teach, you always write.*

(ii) *Yes, it does influence teaching because I prepare a lot as I am going to the class, you see. You have to be diligent in this "thing" because if you are lazy you'll not be capable of doing it. You have to be well prepared."*

From the researcher's point of view, participant B4 is unaware that the current education system is OBE, which replaced the apartheid education system. *"I was not there by the time of OBE."* she says. This teacher is also concerned with the ever

changing curriculum because it confuses both learners and teachers. *"Learners are being affected because we do not focus on one thing, and also us as teachers as well"*. Too much paperwork is also her concern.

B1: *"1. 19 years, same school.*

2. Senior phase, maths from grades 7-9.

3. (i) As far as I can assess, in fact let me start with OBE, that OBE didn't bring teaching effectively, was not effective:

1. Educators were not trained enough, even facilitators who came with that complex terminology, were not well equipped but we were expected to bring effective teaching yet the terminology was not clear.

2. Moved from subjects to Learning Areas where there were no specialists to teach them, like, Arts and Culture (A&C), Technology (Tech) and Economic and Management Sciences (EMS) but teachers were converted to teach them.

(ii) Negative influence instead because since these new changes bring something new of which we were not trained in these new things, it has a negative influence in so much that you don't know what is expected to you. This bad influence affects the attitude of teachers towards the profession "teaching", even the person who came to this profession through calling becomes demoralised because when trying to understand the one being used, changes come, of which even the people bringing these changes, don't bring clear explanations to educator. Demoralises educators."

Participant B1 is very concerned about OBE. He mentions: teacher training being lacking for these changing curricula; the moving from subjects to learning areas; teachers' negative attitude towards the profession owing to the changing curriculum which results in teachers being demoralised. This is what he says, *"OBE didn't bring teaching effectively, was not effective. Educators were not trained enough... terminology was not clear enough. Moved from subjects to learning areas where there were no specialists to teach them. ... it has negative influence in so much that you don't know what is expected for you to do. ... even the person who came to this profession through calling becomes demoralised because when trying to understand the one being used, changes come."*

B2: *"1. 2002*

2. Senior phase, Arts & Culture and Technology.

3. (i) No development because as a teacher, when you try to catch up with the current curriculum, it changes within three years or four years and we go to workshop for three days or one week and we are expected to master it all, you see, so that affects teaching strategies.

(ii) Yes, because in these changes, one has a lot of paper work and the time to teach the learner is less, too much paper work. Portfolios become more important, evidence is much more important. Even if you have not gone to class, with evidence you are super because you are seen as somebody who is teaching even if the learner knows nothing; if you have done paper work you have done it."

As with the above interviewees, participant B2 is also affected by the continually changing curriculum. Although he is not specific on whether the change affects teaching and learning positively or negatively, he mentions that it does have an influence. The participant adds that an undue amount of paperwork negatively affects the time for teaching learners, saying, *“the time for teaching learner is less... with evidence you are super, even if the learner knows nothing; if you have done paperwork, you have done it.”*

All participants who responded to this question were uncomfortable with the influence of the curriculum on teaching and learning in schools, with special focus on junior secondary schools. Teachers say that the moment they feel that they understand the current curriculum, it changes. There is too much paperwork and insufficient teaching time. This has a negative influence; learners are being affected because teachers do not focus on any one aspect. Although some of the participants see some development in teaching and learning, there is a challenge brought about by the continual changes in curriculum which destabilises the learning strategy. Teachers are confused as to what to do to satisfy the requirements of the new curriculum. They say that they are confused, frustrated, demoralised and sick.

The above challenges signal the negative influence which is brought about by continual change in curriculum to effective teaching and learning in schools. Only three participants said that constant changes do influence teaching and learning; however, they also mentioned challenges such as paperwork and insufficient teaching time.

Q.2. How far has the curriculum promoted continuity across different phases?

2.1. Through your observation as a teacher, are there any links between phases (in subject, content and age) that allow learner understanding to be developed?

2.2. If yes, what can you specify that gives evidence of a link?

2.3. If no, what do you think is lacking/ what needs to be revisited?

In this question the researcher is interested to know whether this continual change in curriculum does in fact affect the continuity of the content and subjects being learnt by learners from one phase to the other.

A1: *"In some (referring to subjects and content).*

2. Taking for instance Technology (the subject she teaches) in intermediate phase there is combination of subjects like Natural Science and Technology (NS& Tech) which is one subject yet the content is for two and is combined. In Senior Phase this Technology, it is like learners are started from scratch because Natural Science content is more than Technology content, so there is no link. Combination of two subjects in one result in one dominating the other. Technology content is not clear, even teachers are not clear so as the learners.

2. I, as a teacher, I do my best but the learners we are having, for instance we do not have enough resources and our learners are from the underdeveloped locations and backgrounds. As a teacher you don't move at your pace, you are controlled by learners' pace which means that drags you. Again the overcrowded classes we have."

As far as I understand what participant A1 says, there is still confusion from the part of the curriculum developers in the sense that, in combining the two subjects (as they are called in CAPS), some information is left behind and/or one subject dominates the other as far as the information is concerned. This is what the teacher says, *“Combination of two subjects in one result in one dominating the other.”* Concluding that there is no link. *“In Senior Phase, it is like learners are started from scratch because Natural Science content is more than technology, there is no link.”*

A3: *“Not really because I don’t know whether problem lies with Maths. In Foundation Phase learners are taught Maths in isiXhosa but in grade 4 (Intermediate Phase) they are taught in English. Our learners become confused because all subjects are taught in English. I am not sure whether problem lies with teachers or learners in grade 4. There is no continuity in Intermediate Phase and I am not sure whether time is very short or syllabus but there is no link, or may be the programmes that take place at school. There is a missing link between foundation phase and intermediate phase.”*

2. *There is a need for a thorough door to door research in each province because seemingly all the provinces are taken to be equal/ same level though there are provinces like Eastern Cape, Limpopo and Mpumalanga, because of environment, can cause a drawback in education development. It affects teachers and learners, e.g. Annual National Assessment (ANA) from national level for all learners irrespective of the background or condition of the school. Some learners visit the*

libraries to search for information, others do not have libraries but they are expected to be on the same level as those with resources.”

Participant A3 also says that there is no link. She is referring to foundation phase maths which is taught in isiXhosa, whereas it is taught in English in the intermediate phase. *“Our learners become confused because all subjects are taught in English; there is no continuity in intermediate phase. There is missing link in foundation phase and intermediate phase.”*

A2: *“Yes, when you read books, there is a link. You have to know your role as a teacher and not be dictated. As long as you know what you say, you will face the challenges of the situation/ environment. You have to use your discretion as to help learners face the challenges of the world.*

Participant A2 has the idea that, even if the curriculum is there, the teacher has to read books so as to be able to deal with learners effectively; or so as to be able to link the previous phase to the phase that follows. *“You have to use your discretion as to help learners...” he said.*

A4: *“Yes, there is because what you teach in Foundation Phase is also there in Senior Phase especially in maths, except that learners are not serious. They move with the information they have to other phases. Understanding is little because in Foundation Phase they are taught in isiXhosa (Home languages) in Maths specifically, and they become confused when moving to the other level, because it is*

taught in English. That is why teachers decide to resign because they cannot make it."

As far as the content is concerned, participant A4 says that there is a link; however, when it comes to the language of learning and teaching (LOLT), learners become confused: in the foundation phase isiXhosa is used in teaching, especially, mathematics. The teacher concludes, *"that is why teachers resign, they cannot make it"*.

A5: *"No, it is difficult because a good learner in foundation phase finds difficulties in intermediate phase. In foundation phase especially grade R isiXhosa only is used for teaching and it is only in grade 1 where they start to learn about English but in term 1 and term 2 it is only awareness, they do not write, it is oral only and then in term 3 it is then that they start to write English. Even Maths is taught in isiXhosa in foundation phase. In grade 4 the link misses because even in phonics "c for sea in English" is pronounced as "c" for "icici" (earring), "ucingo" (fence) in isiXhosa but in intermediate phase "c" is pronounced as "c for salt"; so learners become confused. English must be practised in foundation phase; maths and also common papers must be in English.*

Participant A5 is concerned with the link that is missed in Grade 4 owing to the language of learning and teaching (LOLT) which is used in foundation phase. The teacher suggests, *"In grade 4 the link misses, learners become confused. English*

must be practised in foundation phase; maths and also common papers must be in English”.

A6: *“Yes, in content but the problem between Foundation Phase and Intermediate Phase. Language of teaching and learning in Foundation Phase is isiXhosa and changes from Intermediate Phase. This confuses learners especially in maths. Subject teaching from Intermediate phase also confuses our learners from foundation phase and also increased learning areas in Intermediate Phase and Senior Phase.”*

Participant A6 agrees that there is continuity as far as content is concerned, however she has a problem with the language of learning and teaching used in the foundation phase which changes in the intermediate phase. This is a concern of some participants who participated in this data collection.

B5: *“There is a link because you teach plurals like table tables, girl girls in Foundation Phase. In Intermediate phase there are more what is taught like foot feet so there is becoming more difficult/ complicated but you’ll find that our children what they have done in foundation phase, when they go to intermediate phase they will pretend that they have never heard about it. That’s how they do things, most of them but there are few who will go with you but there is that link from FP to IP and SP.”*

This response shows that continuity is there; however, the level of the content becomes complicated as the learners move to the next phase. Participant B5 gives

an example of the plurals “table/-tables” in foundation phase, and then the level becomes more advanced in the intermediate phase where plurals such as “foot/-feet” are introduced in the intermediate phase.

B3: *“1 Yes there is a link because I have to contact the senior phase teacher for the syllabuses or curriculum. There are topics which are harder like fractions so I have to go to those who are in senior phase so that they must say teach this one.*

2. Yes, in Maths. Maths is not changing. Workshops yes.

B6: *“I have a problem with that because there is this LOLT, Language of learning and teaching. You’ll find that in Foundation Phase we teach with isiXhosa and in the Intermediate phase we use English and that becomes confusing to learners. Grade 3 learners cross to intermediate phase, there they are introduced to another language. For me you’ll find that IP teachers are complaining on grade 4 learners saying “oh these grade 4 learners”. For me I think from FP we have to use English and Xhosa during Xhosa period only so that this continuity is fine and smooth because you’ll find that in intermediate phase there is a cry for grade 4 because there is this change that is taking place because there is Additional language we are using.”*

The language of learning and teaching in the foundation phase remains the problem as the teacher says, “... there is this LOLT; in foundation phase we teach with isiXhosa and in intermediate phase we use English and that becomes confusing to learners.” Grade 4 becomes a problem.

B4: *"1. Yes especially those who performing well you can see that there is continuity but others know nothing, you need to start afresh. At least there is difference except for the quality/ levels of learners.*

B1: *"1. As far as I can observe there is no effective linking. For instance there are three learning areas in Foundation phase and no subject teaching, all of a sudden, Intermediate phase, there is subject teaching where educator comes with new learning area. There are six against three. These are drastic changes from Foundation phase to Intermediate phase which confuse learners because they are not used to this system and they are taught with mother tongue in Foundation phase and all of a sudden introduced to English in Intermediate phase. Same applies with senior phase but its better in Intermediate phase and senior phase because it's only EMS and A&C which is new to them.*

Participant B1 is concerned with the number of learning areas which differ with each phase, and also subject teaching in foundation phase. He feels that there is no effective link. *"...three learning areas in foundation phase and no subject teaching, all of a sudden, intermediate phase, there is subject teaching where educator comes with new learning area, six against three."*

B2: *"1. Yes, I can say in some learning areas it is there although you'll find that in Intermediate phase some learning areas are not there and in senior phase are there but at least, link is there.*

Participant B2 is also concerned with the number of learning areas in the foundation and intermediate phases.

Responses from the seven participants were that there is continuity of content among phases. Although participants see the link, there are also some complaints apropos of subject teaching in intermediate and senior phases which is not there in foundation phase. The language of learning and teaching (LOLT) used in foundation phase only, and not in any other phase is also a concern, as well as mathematics in particular, which is taught in isiXhosa in foundation phase. The number of learning areas/subjects which differs from phase to phase also affects the continuity: there are three learning areas in foundation phase, six in intermediate phase and nine in senior phase.

This means that in learning areas that are always there, such as languages and Mathematics, there is continuity, however, not obviously in others, especially not in Natural Science and Technology (NS&TECH). Here there is combination of the two subjects in the intermediate phase while they are separated in the senior phase. This affects effective teaching and learning because in Foundation Phase, learners are used to one teacher and fewer learning areas.

Q.3. Has the curriculum enhanced teachers' professionalism and their capacity to develop learners' knowledge and understanding of the present generation?

3.1. Are the workshops conducted by the department enhancing your professionalism?

(i) Can you elaborate on your answer?

3.2. Are you confident that your learners can compete with the outside world using the skills and knowledge with which you have equipped them?

3.3. If no, kindly elaborate.

3.3. If yes, kindly substantiate your answer.

The researcher was interested to know whether the workshops that are conducted for teachers when the curriculum is to be introduced in fact do motivate the teachers to implement the new curriculum without confusion to learners. In other words, do teachers understand well what they are going to teach their learners according to the curriculum being introduced?

A1: *"1. Yes, but the only challenge is that with this Technology, I did not do it when I was training at the Teachers' Training College; it is my first time that I am teaching it here. I try to be this teacher who is eager to do but the only thing is that the workshops that are done have limited times. You cannot have two or three days for workshop and think that you can be developed. One other thing is that there is a lack of skills development in our department comparing to other departments. We are expected to master everything having attended two or three days' workshop. Worse what is happening is this change of phase and subject teaching due to the school establishment. For instance now, I am teaching this technology and I am trying to master it but due to school establishment, I can see myself being moved from senior phase to intermediate phase and may be changing the subject I am teaching now. If*

I can continue with this Technology in Senior Phase, I can do my best (reshuffling of teachers and subjects).

I think, much as I don't know how planning is done, but all teachers concerned must be involved (Tech & NS). One comes with his/ her ideas and they share the content equally. It must not be as if it was only NS teacher who was there when planning was done. There must be that collaboration”.

According to my understanding, participant A1 is not against the current curriculum; however, the problem lies with its content. For instance, there is phase teaching and also staff establishment. A teacher must be flexible to teach any learning area and phase. Workshops are not given sufficiently far in advance so as to enable the teachers to catch up, even if not trained for the learning area being taught. “...with this Technology, I did not do it when I was in the training college. ...the workshops that are done have limited times. You cannot have two or three days for workshop and think that you can be developed. Worse what is happening is this change of phase and subject teaching due to staff establishment”, she said.

A3: *“1. Most of the times, workshop we attend are being conducted by the teachers themselves in the presence of advisors or senior personnel from the department whereby you see that most teaching teachers do not know how to deal with problems in classes. They come with a programme to be followed. Some teachers have negative attitude towards workshop because we are given material and told to be doing something “uniformity” irrespective of conditions of different schools.*

2. *Not really, may be 2% of them can try. With these curricula, as a teacher you are not confident enough whether you are doing the correct thing so how can a teacher be confident whereas there is no confidence in workshop facilitators? This affects teaching because even the facilitator was not confident him/ herself.*

Participant A3 is not satisfied with the way in which workshops are conducted, teachers having no confidence in the facilitators who are other teachers and who are not well trained to conduct workshops. Teachers therefore have no confidence in what they are teaching in class. This participant commented, *“...how can a teacher be confident whereas there is no confidence in workshop facilitators? This affects teaching.”*

A2: *“1. Yes, I am developed.*

2. There are some learners, not all of them. I am teaching language and language is the base of all what is taught in school. They have to understand what they learn through the language that I teach/ give them- all subjects.

A5: *“1. Little bit because even these workshops are scarce.*

2. No, because there is shortage of resources. In other provinces there are enough resources e.g. computers, maths equipment and also their teachers and schools are well developed. “Last week (referring to a week before the researcher collected data), we were at maths competition, our learners were traumatized by other teachers, they first checked their teachers before lifting up hands.”

Participant A5 complained about limited workshops and resources.

A6: *"1. Yes, because learners and parents are involved and that is involved in planning. Activities can be done through stories not necessarily chalkboard. Filling changes and also how to introduce lessons.*

2. Yes, like in mathematics if the language used can change to English, they can cope.

A4: *"Not exactly, new strategies and information are provided in workshop but the period is short and at times the facilitators are unable to answer some questions or concerns raised by teachers because they are also teachers from the classroom just like the teachers who have attended workshop.*

(ii) Few learners can but most of them cannot due to the environment and the community surrounding them. As I have said earlier on that resources are problem to our learners and also language used generally.

B5: *"1. Yes. Some workshops are fruitful and you'll find that what you did in workshops becomes easy to do in class but some of them you'll find that the facilitators say you must approach your learners like this but when you get to learners it is not easy.*

2. Not yet, you know another problem we are having in foundation phase is this language we are using when teaching mathematics but they are using English in Intermediate phase so that makes us not sure whether our learners can be marketable. For instance there are words in mathematics, and even in lifeskills which

are taught in isiXhosa but in Intermediate phase they will be as if it is their first year because we are teaching them about “**ngquphantsi**” meaning triangle; “**mbhoxobuxande**” meaning rectangle whereas when they get to IP those terms are no more there. That becomes very difficult for us; to me that old method of mentioning triangles and rectangles was easy as compared to these ones.

Terminology in foundation phase maths which is not there in senior phases becomes a problem. For participant B5, some workshops are fruitful.

B3: “1. Yes. It is worse in maths. Maths is not changing. Workshops are fruitful.

2. Yes and we deed here in these maths quiz we are always position two. Quoting one of the good schools in Libode; she said: “**We are beaten by St Patricks every time because we are always position two beaten by St Patricks**”.

To her workshops are fruitful especially maths workshops.

B6: “1. Yes, Workshops conducted by the department are effective but as I have said that teaching is not an easy thing because we are not clear of what we are doing but they do workshops but at the same time the kids that we are teaching “Yhoo” they are so unruly. They are not disciplined so it’s that.”

2. No, I am not confident as I have said that if we talk of an outside world, learners here have to compete in English. How can you compete with isiXhosa? You cannot do that. Lifeskills, Maths and Xhosa are taught in isiXhosa and a piece of English. I would be confident because we competed in English in this school and we won

debates in Libode district and I was confident, now I am not because there is this language problem.

As with participant, to participant B6 workshops are effective; however, the problem lies with the language of teaching and learning in the foundation phase when competing with the outside world. *“How can you compete with isiXhosa? Lifeskills, Maths and Xhosa are taught in isiXhosa and a piece of English. ...we competed in English in this school and we won debates in Libode district and I was confident, now I am not because there is language problem”,* she further commented.

B4: *“1. Yes at least for CAPS there’s a change, for instance in planning, if you plan your teaching programme. I see a difference with CAPS but with others, there was no difference. I gained nothing. You feel that you are from workshop like NS&TECH you are guided especially that you are given the policy documents, they have topics so we teach according to them, so I can see improvement and also English; reading and writing due to policy document there is guidance. All this has started with CAPS and not others.”*

2. “I don’t have confidence as such since we are still starting with this but there are few learners who can but I don’t have that confidence as to they can go and compete with outside world but they are trying. Like there are Technology days we go with them they are trying at least.”

B1: *“1. Workshops are not conducted by the department itself, in fact, department does not use quality people when they are conducting these workshops. The*

educators who are conducting the workshops are at the same level with educators to whom the workshops are conducted. In fact the workshops are there for record purposes for the department officials and not for change in profession for the individual educator.”

2. No, I am not confident because as I have told you earlier on that it's only this year that we are given guidance with this CAPS, given the content that need to be covered. In previous years I used to use my own discretion to teach the learners. There was no guidance, it's only this CAPS that gives light to us, so I am not confident; these learners cannot go and compete worldwide.”

Participant B1 is not happy about the way workshops are conducted, as with participants A1 and A2. Participant B1 is not satisfied that he has attained learner competence. In all previous years he had to use his own discretion to teach learners, until 2014, the year data was collected. This was the first year that CAPS was implemented in the senior phase, “...it is only this CAPS that gives us light,” which means that he agrees with interviewee 9 when she says, “with CAPS we are a little bit comfortable”, and interviewee 10 when she says, “...at least with CAPS there is change, for instance in planning.”

B2: *“1. No, I don't think there is any enhancement because they conduct these workshops within three days where they read what we also have and give us books of which we can read for ourselves. In University we took four years to complete the course and for curriculum change to be understood it takes three days. Even facilitators are teachers who are taken among us who have the same knowledge we*

have and are reading books which we can read for ourselves. When we ask questions they say we must answer, there is nothing wrong for the answer to come from the floor.

2. Yes, because there is a lot of practical that I am doing, especially in A&C and Technology.”

Participant B2 has a problem with facilitators and the duration of workshops similarly to participant A1.

Interviewees are concerned with limited number of workshops conducted and also the experience of the facilitators who conduct those workshops seems minimal. Supporting the contribution to ineffective teaching and learning, one interviewee mentioned that she teaches Technology which she was not trained to teach. The teacher struggles to teach it because there are few training sessions being conducted. One of the interviewees mentioned the fact that it is much better now that the current curriculum is CAPS. This view was supported by the other participants. Teachers in general support the effectiveness of CAPS, there being a policy document which gives guidance on what to do and how to do it. Interviewees commented that facilitators are also teachers who are unable to answer some of the questions posed by their colleagues.

Q.4. Do you think curriculum change is necessary?

4.1. Support your answer with reasons?

4.2. If you were among curriculum planners, what would you suggest in planning the new curriculum?

As far as the teachers who are the implementers of the curriculum in their classrooms are concerned, the researcher wished to investigate whether they were still interested in the curriculum change. If so, what did they think should be done to make it prove effective by the end of the teaching and learning process.

A1 *"1. Yes, but teachers must be thoroughly work shopped and resources be provided.*

2. Let me first talk about examination (common paper) which includes every school irrespective of the background of each school. For instance the question paper talking about Mandela Bridge which is in Gauteng and the learners from rural areas were never been there, so now the ones who will benefit are the ones who are there. Rural area learners are disadvantaged. For example, Eastern Cape will always be number last in matric results because most schools are in rural areas. Learners from Gauteng, Western Cape are at the advantage of being exposed to these things. There are no resources, no exposure but when they are being assessed the questions are the same. In the question paper both situations, conditions, environment must be catered for. Must not cater for urban only, must also accommodate the rural.

Participant A1 is not against the change in curriculum, provided that thorough work shopping for teachers is conducted. Resources are a problem in rural schools such as those in Libode district in the Eastern Cape. This teacher is again concerned with the way in which common papers are being set. *"In the question paper both*

situations, conditions, environment must be catered for. Must not cater for urban only, must also accommodate rural.” Her suggestion is that those who are responsible for curriculum development must cater for all categories of learners in South Africa.

A3: *“1. Yes because the level of the learners that this curriculum is producing is below standard. Right now there is a need for change in curriculum again because the level for learners produced by this curriculum is below standard. There is a need for curriculum change to make them better citizens.*

2. I do not know. I think there is a need for research for all communities, relevant stakeholders, tertiary institutions because learners have to go there. Stakeholders to do what is called “intlolovo” (search) which are: tertiary institutions, learner representatives, teachers, parliamentarians and parents. There must be a big panel because it is the future of the child that is affected.”

Participant A3 is concerned about the level of learners produced by the curricula implemented many years back. The teacher now wishes that the new introduced curriculum had been planned in such a way that it produces marketable learners. *“The level for learners produced by this curriculum is below standard. There is a need for curriculum change to make them better citizens.”*

A2: *“Yes, to the people who do not understand that in life there must be change (In life there must always be change). Mind-set must be transformational.*

Teachers must be introduced to different approaches. I am not satisfied about the way these approaches are introduced to learners.”

Participant A2 is concerned with the strategies used to approach lessons with learners.

A5:” (i) No.

(ii) Nothing changes, head will always be head and numbers also do not change, instead it is confusing except for strategies but they always change so it confuses learners and teachers. Teaching must be the same from grade R upwards in as far as language of learning and teaching is concerned. Workshops must not be limited, must take part for a year before implementation. Parents must be work shopped on how to help their children, coach them and not do for them.”

Participant A5 sees no need for curriculum change because the content remains the same. The participant suggests that thorough workshops be done before implementation and those workshops be prepared even for parents.

A6: “No, there is no need; I do not see any development.

I would suggest that resources must be checked and check if the curriculum will suit the province/ what is lacking. Teachers must be trained time and again. Employ teachers there is much shortage.”

Participant A6 does not support any further change in curriculum because she sees no development. She is concerned with the relevance of content entailed in resources that are prepared for the learners. She also has issues with training and shortage of personnel in schools.

A4: *“Yes but not continually. It confuses us as teachers, we are not sure of what we know or do not know and that affect learners.*

Involvement of rural area school teachers who know the classroom situation.”

B5: *“1. As I said earlier on that there’s no problem in curriculum change, I see that there is no need for changing curriculum because the content stays the same; if you are teaching my school: my school will always be my school even if the curriculum is CAPS or Curriculum OBE or what-what. What you are teaching is the same no matter which curriculum. So there is no need for changing these curricula because the topics are the same only that these curricula are a burden to us; to teachers.*

2. The old curriculum to me was better only that the monitoring; the way they are monitoring the curriculum. If they can monitor the old curriculum because if they are not monitoring, it will be bad but if the curriculum can be the old one, the supervisors have to monitor the work. I don’t prefer the new curriculum but the way they monitor helps the teacher to move because she/he is being monitored.”

If the content remains the same, there is no need for curriculum change except in providing a burden to teachers. This participant prefers the old curriculum; however, monitoring be thoroughly conducted. *“There is no need for changing these curricula*

because the topics are the same only that these curricula are a burden to us, teachers.”

B3: *“No, I see no need for the curriculum to change.*

2. My problem is between Foundation phase and Intermediate phase: I would like to minimise learning areas so that learners from Foundation phase have enough work. The work in intermediate phase is too big for them, those who are coming from Foundation phase. There is this subject teaching thing and they are not used to it. Subject teaching must start from Foundation phase so that they become familiar to many teachers. Although Intermediate phase learning areas have been minimised they are still confusing them especially in grade 4. (Emphasizing); Minimising learning areas and subject teaching to start in Foundation phase. (Commenting on some subjects like Social Sciences); I do not think that it is important. I do not see the need for Social sciences.

(In this case the researcher had to take at least one or two minutes of the allocated time to convince participant B3 of the importance of Social Sciences, quoting from the Geography section; the interviewee agreed with the researcher).

B6: *“I do not know but if, sometimes it can change, but if it can be trained properly because we are not being trained properly. We do not get enough training when there is curriculum change. When the curriculum is changing we are just trained for one week and we are expected to be effective of which that is difficult.*

2. In my point of view, I think that curriculum planners must be, like if you plan for foundation phase, people who have been in foundation phase, like the pensioners

who know how the foundation phase learner is taught and know the mind of a foundation phase kid, (I don't know how to put it), but what I mean is that those pensioners know how to deal with a foundation phase kid. You find that this work cannot be done by a foundation phase learner but it is there for you to teach it."

Participant B6 is unsure whether she wants curriculum change or not; however, training is still an issue as the interviewee insisted that teachers are given insufficient training.

B4: *"1. I think we can continue with this CAPS because we see a way forward with CAPS and not the introduction of a new thing now, no this is too much; too much that something new can be introduced now! No this CAPS is right and is leading us to somewhere.*

2. Let's continue with this CAPS and improve it, if there is something we want to add but not change to a new thing.

B1: *"1. Yes, there is a need for curriculum change but it needs to be researched first*
2. The involvement of educators is more important because they are the people going to implement this. I don't know who are involved when the curriculum is developed but as I can assess it seems as if people who are designing are the employees instead of appointees. For instance, I don't think it is proper for somebody who has never been involved in education to lead education especially in the classroom situation. Educators must be represented so that a person who has

experience of being in class. An educator teaching in rural area like Libode district cannot have the same insight as the educator teaching in Gauteng Province.

B2: *“1. I don’t think there’s a need for curriculum change because we are doing Arts and Culture here and Technology, LO and such things. When they move to high school, some of the learning areas we do are not there. There is no continuity whatsoever.*

2. I would suggest that what was done in previous years, subjects and not Learning Areas because in high school there is biology, history, whereas with us in Senior Phase, Geography is combined to History and is Social Sciences. You’ll find that one learner is good in Geography and not History and that is combined so one side will fail. I prefer the old system and not this new one. EMS combines business studies and economics.

Participant B2 sees no need for curriculum change because it simply brings confusion as far as learning areas are concerned.

Some participants say that there is a need for the curriculum to change; however, thorough research must be done to cater for all school conditions (rural and urban schools). One of the interviewees said that the curriculum must change to produce better citizens. Other participants say that there is no need for change because the content stays the same; however this is not always the case.

4.3.2. Summary of Themes

In the interviews conducted by the researcher, there were some concerns expressed by the participants about the impact of continual change in curriculum on effective teaching and learning in junior secondary schools. Below is the table depicting a summary of their concerns. The table is divided into three columns, namely, codes, categories, and themes. The various codes developed from the participants' narratives facilitated the identification categories or ideas which belonged together. The categories were compared and analysed using domain analysis, leading to the identification of patterns or themes.

In Table 8, below, the researcher discusses the significance of the codes and their relevant categories and themes.

Table 8. Summary of themes

Code	Category	Theme
Influence of continual change in curriculum on teaching and learning.	Negative influence	Teachers do not know what is expected of them owing to continual change in curriculum.
	Frustrating	
	Confusing	
	Demoralising	The moment teachers understand curriculum and the way it should be
	Too much paperwork	
	Lack of resources in rural schools.	

implemented in class,
giving of their best, the
new curriculum is
introduced. Teachers lose
confidence, feeling
frustrated and resentful.

Learners are affected
because teachers do not
focus on any one thing.

There is insufficient time
for teaching, (with
evidence you are super,
even if learners know
nothing, if you have
paperwork you have done
the teaching.

Continuity/link different phases.	across insufficient Combined subjects. Increased subjects in different phases. Subject teaching. Language of learning and teaching.	Mathematics concepts are taught in isiXhosa in foundation phase. This creates a problem when learners are in the intermediate phase. Learners from foundation phase become confused in intermediate phase owing to the increased number of subjects and teachers who teach those subjects. The subject combination in the intermediate phase is among the factors that confuse learners in senior phase.
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Enhancement in teachers' professionalism capacity to develop	Not much enhancement and/or development.	Teachers were not trained in subjects such as Economic and
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learners' knowledge and understanding.	Limited workshops and trainings. Incompetent facilitators.	Management Sciences (EMS), Technology, or Arts and Culture while they were in training. Teachers therefore need much time for workshops and other training. Workshop facilitators are teachers who are often ill-informed failing to answer certain questions from the teachers attending the workshop.
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Need for curriculum change.	Yes and no. YES (but first researched; and full involvement of teachers. Proper training must be given).	To produce better citizens. To change the mind-set of those who do not know that there is change in life. Mind-set must be transformational.
	NO	There is not enough

training when curriculum is changed.

Must continue with CAPS.

Content remains the same.

Teaching must be the same from foundation phase upwards.

Not Continually

Teachers are confused.

In Table 8, the researcher identified codes, categories and themes. These themes are discussed below.

The first theme identified was that of the influence of continual change in curriculum on teaching and learning. It may be inferred that continual change in curriculum has a negative influence on teaching and learning. This is influenced by the fact that teachers ultimately do not know what to do to meet the requirements of the curriculum.

The second theme relates to continuity or links between phases as far as content and subjects are concerned. From participants' responses, it is noted that they are concerned with the language of learning and teaching used in the foundation phase

which changes immediately they are in the intermediate phase. The subjects are also teachers' concern as they differ with phases. Teachers feel that there is a missing link more especially when it comes to subject teaching which is not familiar to foundation phase.

The third theme captures curriculum enhancement of teachers' professionalism and its capacity to develop learners' knowledge and understanding. Seemingly, teachers have no confidence in their workshop facilitators, whose time for workshops is limited. Curriculum and Assessment Policy and Statement (CAPS) is the preferred curriculum in that it has policy documents to guide the teaching and learning process.

In terms of the fourth theme regarding the need for curriculum change, the responses from the respondents differed. Some teachers were supportive of the change while others were negative. Some teachers were uncertain, owing to challenges brought about by the changing curricula. Those teachers in favour of change showed concern regarding the future of the learners produced by the current implemented curricula. *"Right now there is a need for change in curriculum again because the level of learners produced by this curriculum is below standard."* Teachers suggested that there must be sufficient workshops given before curriculum implementation. The curriculum must also cater for rural and urban school learners.

Those who disagreed with changes said that there is no change in the content. Content stays the same; while continual change confuses teachers. These teachers suggested that the current curriculum remain in use.

4.4. Summary of analysis.

Although the participants are implementing the current curriculum and have been implementing previous curricula, they are not comfortable with the frequent changes taking place in education in South Africa. This is shown by the use of words such as; confused, demoralised, frustrated, and sick, when teachers give their views on the curriculum.

In short, frequent change in curriculum negatively impacts effective teaching and learning because teachers are not confident to implement the curriculum successfully in their classrooms.

CHAPTER FIVE

Discussion of findings, summary and recommendations

5.1. Introduction

This chapter deals with an introductory discussion of results, discussion of findings, summary of study and findings, implications of the study, recommendations, suggestions for future research and conclusion. These aspects which are to be dealt with are based on responses emanating from the research questions of the study and the direct responses from the participants.

5.2. Discussion of findings

The researcher used qualitative research. Interviews were used to collect data from the participants, therefore findings will be discussed based on the qualitative results.

Curriculum change involves workshops and/ or trainings which are conducted to bring teachers to a sound and confident understanding of the new curriculum, being implementers of such. Resources are required to drive the process to success.

The following are the findings of the investigation:

Confusion and frustration among teachers due to frequent change of curriculum.

Much as teachers are trying their best to meet the requirements of Outcomes Based Education, but they still have challenges because of limited time for workshops and less experienced facilitators.

Meyer, Lombard, Warnich & Wolhurter (2013:163), understanding the concerns of the participants, are of the opinion that, after a decade of implementation, there is a very little evidence to suggest that the current OBE has been successful in producing the desired educational and social changes within the new South Africa. On the contrary, there is evidence to suggest that the current OBE curriculum has generated confusion among South African teachers, promoted further educational and social inequalities, and that South African learners are becoming less competitive in the international academic arena.

Negative influence on effective teaching and learning.

Teachers are of the opinion that frequent change in curriculum affects the process of teaching and learning negatively, the curriculum bringing with it aspects and content for which they have not been trained. Teachers may have a negative effect on learners as they do not know what is expected of them.

Carl (2010:199) has the view that the perception is often that teachers are against curriculum change and that they would therefore resist it, because they have not been involved. The point is that, they do not know how to handle it (change) or they are uncertain of what is expected of them. This perceived negativity does not necessarily mean that teachers are resistant to change. Rather, teachers are lacking in confidence vis-a-vis what is expected (Carl, 2010:199).

Meyer et al. (2013: v) also say that here still seems to be much confusion and frustration regarding the implementation of Outcomes- Based- Assessment (OBA). These problems have serious implications for effective teaching and learning and, should they continue, may become major obstacles in the attainment of critical educational outcomes that the education authorities have set for South Africa.

This becomes a serious challenge, as Meyer et al. have mentioned it, because assessment is the only way of finding out whether learners have achieved the outcome their teacher intended for them. Also, assessment would highlight success or otherwise of the teaching.

Not much continuity across phases

Among the challenges brought about by the frequent change in curriculum to effective teaching is the missing link between phases in junior secondary schools. Language of learning and teaching (LOLT), and subjects from phase to phase are the challenges that affect teaching in the General Education and Training Band

(GET). There are three learning areas in foundation phase, six in intermediate phase and nine in senior phase. There is no subject teaching in foundation phase as in intermediate and senior phases. Language of learning and teaching becomes the most challenging effect especially in the intermediate phase, specifically Grade 4. This challenge is brought even by teachers who do not want to speak English fluently, which is LOLT, from intermediate phase up to tertiary level.

This is supported by Wright (2012:59) who states that, among the challenges facing education in South Africa is code-switching by teachers and learners. This is one of the well documented responses to learners' poor proficiency in the language of learning and teaching. Gibson (2006 in Wright, 2012:59) also argues for the need for teachers to provide access to the curriculum through a horizontal "bridging course" between everyday language and academic language, between home language and the English language, between everyday knowledge and specialised science knowledge.

Nieman and Monyai (2011:14) agree, saying that in a country such as South Africa, in which the majority of learners are not taught through the medium of their mother tongue, language is regarded as a major obstacle to academic success.

No teacher professional enhancement and/or learners' development

Teachers' professionalism has not improved. Most teachers prefer the old system of education because they believe that the new curriculum has no direction. Learners

are not at the level which was expected by the Outcomes Based Education in being able to compete at international level.

This is confirmed by Bantwini (2009:179) who argues that when teachers are exposed to or trained in the new knowledge and skills they often resist and reject the new knowledge and skills. Teachers sometimes select what they want and delay acceptance of the new reforms until other innovations supersede them.

There must be research conducted and teacher involvement when curriculum is to be changed or revised.

Teachers would be in support of the new curriculum being introduced were they clear on the way in which to implement it in the classroom.

Changing the ways in which teachers teach or students learn without also changing teachers, the classroom, the school and the community, might not achieve the desired outcomes (Webber, 2008:111). Paton (2006, in Webber, 2008: 95) also observed that the teaching crisis has been worsened by a disastrous process of curriculum change, which has left even competent teachers flummoxed.

5.2.1. General findings

The overall findings of this study indicate that teachers in Circuit 7 in the Libode Mega district were unable to develop their learners' skills and knowledge so as to enable them to compete with the outside world and be independent citizens. This is because teachers were not sure of what they were doing in owing to frequent change in curriculum.

The responses from some participants indicated that teachers were trying to develop their learners, however, assistance from the department was lacking. This resulted in confusion and frustration in teachers; this showed clearly that a frequent change in curriculum negatively affects teaching in junior secondary schools. The participants mentioned that:

- ❖ As teachers, the moment they feel that they understand the curriculum and the way it should be implemented in class, and are trying their best, the new curriculum one is introduced and they lose confidence. Teachers were demoralised, confused and some mentioned that frequent change made them sick.
- ❖ Workshops were not effective in that teachers ultimately continued the way they were trained in training colleges.
- ❖ Teachers were tired of teaching because they did not know exactly what was expected of them; changes seemed to occur from one day to the next. Standards were deteriorating daily.

- ❖ Such changes required a great deal of paperwork, leaving insufficient time to teach the learners.
- ❖ Some participants mentioned lack of resources in rural area schools as one of the challenges affecting progress in the rural schools.

Meyer et al. (2013: v) maintain that, there still seems to be much confusion and frustration apropos of the implementation of Outcomes- Based- Assessment (OBA). These problems have serious implications for effective teaching and learning and, should they continue, may become major obstacles to the attainment of critical educational outcomes that the education authorities have set for South Africa.

5.3. Summary of findings

Frequent changes to the curriculum seem to have a negative influence on the teaching and learning process, bringing as it does new subjects and aspects in which teachers were not trained in. Teachers do not know what is expected of them. Learners in class are affected by these changes because, although their teachers are there for their development, they are unable to guide them towards the expected level of participation in competitions in the outside world.

From the results of interviews with teachers, it was found that teachers lacked thorough training before implementation the new curriculum.

5.4. Implications of the study

The study focuses on teachers' perceptions on the effects of frequent change in curriculum on effective teaching in junior secondary schools. The new curriculum, (C2005) was introduced in order for teaching and learning to change from teacher centred to learner centred.

According to the findings, teachers were still confused on what exactly was required in class so as to produce competitive learners. In other words, teachers were not convinced about the curriculum's overall practicality. Teachers were not satisfied by the facilitators' performance when conducting workshops. Their teaching and learners' learning was also affected by the language of teaching and learning used in foundation phase especially in mathematics.

The OBE curriculum has had a negative impact on effective teaching and learning, especially in the intermediate phase, as learners learning in their mother tongue in foundation phase as per language policy. In the intermediate phase, everything became new in as far as subjects, subject teaching and language of learning and teaching were concerned. There were signs of improvement, however, teachers mentioning that the CAPS curriculum was more acceptable in having a policy document which guided them on various classroom procedures.

5.5. Recommendations

The following are the recommendations based on findings which the researcher compiled from the participants' responses.

Avoiding confusion and stress by appointing professional facilitators

To avoid confusion and stress, properly trained people who are clear about the curriculum, preferably teachers who have been trained in teaching and have been in the field for a certain period, must be employed to facilitate specific curriculum implementation; - the resources which suit the curriculum must be provided. Teachers must be trained and used for facilitation; this must not be the task of simple anyone.

Revisiting the language of learning and teaching policy in GET band

The language of learning and teaching should be the same from foundation phase up to senior phase. The only exception must be that; Grade R teachers must be trained to help their learners take instructions, such as, "Come here, take your books, close the door", and some other simple instructions, in the language of learning and teaching accepted in South Africa. By term 4, they should be able to pronounce simple words such as, 'teacher', 'table', 'window', 'on' and 'under', being able to construct simple sentences like, 'I am jumping', 'this is my head', and others.

Concepts in mathematics have to be taught in the language in which mathematics is taught in other phases.

Continuity across phases

Continuity across phases involves continuity in subjects and content. Learners seem to be confused in Grade 4, which is the entrance class from foundation phase to intermediate phase. There are more subjects and teachers teaching the same class; also, following a time table is also confusing to learners. In Grade 3, at the latest, learners should be trained to follow a time table and be introduced to more than one teacher teaching the same class each and every day.

Continual change in curriculum

Change is a good thing; however, change after change may prove negative as the case of the curriculum in South Africa. Curriculum change does not affect teachers only, but also learners, because teachers are uncertain how to proceed. Curriculum planners must take into consideration that teachers know what happens in class, therefore they must be consulted when a new curriculum is planned.

5.6. Suggestions for the future

This researcher, who is also a teacher maintains that, teachers should be fully involved the planning of any new curriculum to avoid the effect of an abrupt introduction of a new curriculum. This is possible if those responsible for curriculum planning research the teaching methods and activities in schools from different environments. The curriculum must make allowance for schools in urban, semi-urban, rural and deep-rural area schools. It will then accommodate every type of learners in South Africa.

Teacher must be trained on the new curriculum for a whole year (at least) before its implementation. Facilitators, preferable should be teachers who have participated in curriculum planning. Facilitators must be well informed on implementation of a new curriculum.

5.7. Conclusion

The study established that frequent changes in curriculum have negative effects on teaching in the junior secondary schools. This is the perception of the majority of the participants.

Worldwide educational change has been a topic of discussion. South Africa is among the countries having issues with the implementation of a new curriculum and its impact on effective teaching and learning in schools. It is common knowledge that

teachers were and are presently still confused and stressed being unsure on how to apply some techniques to meet the requirements of the new curriculum.

As far as literature regarding teachers is concerned, changing the curriculum without changing teachers' understanding and attitude has a negative impact on learning especially in South Africa, with special focus on rural schools such as those of Libode in the Eastern Cape Province.

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Appendix A: Application for permission to conduct research

20 Maqhubela Crescent

Mbuqe Extension

Mthatha

5099

14 May 2014

The Chairperson

Ethics Committee

University of Fort Hare

Education Faculty Office

Alice and East London

Sir/ Madam

Re: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH.

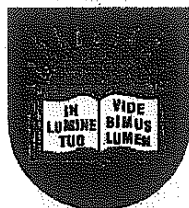
I, Nondwe C.P. Ngibe, student no 201415339, humbly request your committee to grant me permission to conduct research as per the attachments.

Hoping that my application will receive your favourable consideration.

Yours faithfully

N.C.P. Ngibe (073 203 3651)

Appendix B: Ethical Clearance certificate



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE **REC-270710-028-RA Level 01**

Certificate Reference Number: ADU041SNGI01

Project title: **Teachers' perceptions on the effects of continuous change in curriculum for effective teaching in junior secondary schools in Libode, Eastern Cape**

Nature of Project: PhD

Principal Researcher: Nondwe Cynthia Phelokazi Ngibe

Supervisor: Prof EO Adu

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change 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 Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate 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.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

20 August 2014

Appendix C: Request for permission to conduct research in schools

20 Maqhubela Crescent

Mbuqe Extension

Mthatha

5099

8 September 2014

The Circuit Manager

Circuit 7

Libode

Madam

Re: Request for permission to conduct research at Nontswabu and Nciphizeni Junior Secondary Schools.

I, Nondwe C. P. Ngibe, PhD student at Fort Hare University, humbly request you to grant me permission to collect data in the form of interviews from your teachers at Nontswabu J. S. S. and Nciphizeni J. S. S. as part of my PhD dissertation. The topic of research is: Teachers' Perceptions on the effect of continuous change in curriculum to effective teaching in Junior Secondary Schools in Libode, Eastern Cape. Six teachers will be interviewed per school.

The times and dates suggested by the Principals of the above mentioned schools are;

Nontswabu: 15th – 17th of September between 14H00 and 15H00

Nciphizeni: 23rd – 26th of September between 13H00 and 14H00.

Hoping that my request will receive your favorable attention.

Yours faithfully

N. C. P. Ngibe (073 203 3651)

20 Maqhubela Crescent

Mbuqe Extension

Mthatha

5099

11 September 2014

The Principal

Nciphizeni J. S. S.

Libode

Madam

Re: REQUEST FOR A PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I, Nondwe C. P. Ngibe request your permission to conduct an academic research in your school as part of my PhD studies. I am a student at Fort Hare University. My topic is: Teachers' perceptions on the effects of continuous change in Education to effective teaching in Junior Secondary Schools.

I will be targeting two teachers from the Foundation Phase, two from the Intermediate phase and two from the Senior Phase.

Hoping that my request will receive your favourable consideration.

Yours faithfully

N.C.P. Ngibe

Contact no: 073 203 3651

Appendix D: Permission to conduct research in schools



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

K.D. Matanzima Building * Owen Street * MTHATHA * P.O. Box 218 * LIBODE * 5160 *
REPUBLIC OF SOUTH AFRICA * Tel: +27 (0)47 5027 459 Fax: 0865393759: Cell 0820666289
* Website: ecprov.gov.za * Office No. 245. Date: 12-09-2014
Enquiries: **B.B PEYANA**

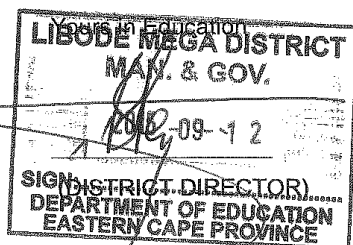
TO : MRS N.C.P NGIBE

FROM : DISTRICT DIRECTOR

SUBJECT : RE: PERMISSION TO CONDUCT STUDY

In response to your letter dated 09/09/2014, I hereby grant you permission to conduct the study in the schools you listed in your letter of request. This office hopes that the findings of your study will be of benefit to the District at large.

I wish you a good luck in your envisaged study.



15 September 2014

The Research Office

Fort Hare

East London

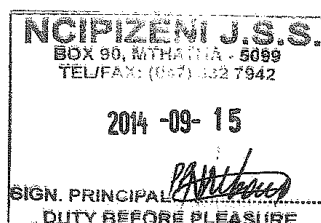
Sir/Madam

Re: Granting of permission to conduct research at Ncipizeni J.S.S

Your student N.C.P Ngibe who is doing PHD Degree in your institution has requested to conduct research on: Teacher's perceptions on effects of continuous change in curriculum to effective teaching in junior secondary Schools in Libode district, Eastern Cape. I therefore on behalf of the schools management team and staff greatly accept her request.

Yours faithfully

T. Lutinto



NONTSWABU J.S.S

P.O BOX 1166

MTHATHA

15 SEPTEMBER 2014

Dear Mrs Ngibe

Thank you for choosing our school for your research project. You are granted permission to conduct this project. The school is therefore prepared to offer any assistance that you may need during this period.

We wish you good luck in your studies.

DEPT. OF EDUCATION
Yours sincerely, NONTSWABU J.S.S.

2014-09-15
L.V. TSHIRANA
BOX 1166
MTHATHA, 5099
PRINCIPAL

Appendix E: Ethics Research Confidentiality and Informed consent form

NAME OF APPLICANT

Ethics Human 2011

<<Approved

>>

OFFICE USE ONLY

Ref:

Date:



University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Informed Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

Our University of Fort Hare / Department is asking people from your community / sample / group to answer some questions, which we hope will benefit your community and possibly other communities in the future.

The University of Fort Hare / Department/ organization is conducting research regarding teacher's perceptions on the effects of continuous change in curriculum to effective teaching in Junior Secondary Schools. We are interested in finding out more about your concerns as well as your recommendations. We are carrying out this research to help curriculum planners on what to develop or amend when planning as well as curriculum implementers on how to adjust for change and fit curriculum to learners and learners to curriculum. (adapt for individual projects)

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around (+/- 30) minutes depending on the information by the interviewee and the time given to the researcher by the school manager (this is to be tested through a pilot). I will be asking you a questions and ask that you are as open and honest as possible in

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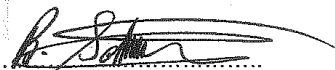
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Appendix F: Interview Questions

Interview questions

The questions which were prepared by the researcher to ask from the participants were as follows:

1. How far has curriculum change influenced teaching and pupil learning?

1.1. How long have you been engaged in teaching learners at school?

1.2. Which phases were you teaching since then?

1.3. Since the implementation of the new curriculum, Curriculum 2005 (C2005) in 1997; its revision, Revised National Curriculum Statement (RNCS) in 1997; its further revision, National Curriculum Statement (NCS) in 2007 and then its amendment, Curriculum and Assessment Policy Statement (CAPS) in 2012:

(i) Is there any development in as far as applications of teaching strategies and assessment are concerned?

(ii) Does this continuous change in curriculum have influence in your teaching?

(iii) If yes, how?

(iv) If no, why do you say so?

2. How far has the curriculum promoted continuity across different phases?

2.1. Through your observation as a teacher, are there any links in-between phases (in subject, content and age) as to make learner understanding to be developed?

2.2. If yes, what can you specify that makes you to say that there is a link?

2.3. If no, what do you think is lacking/ what needs to be revisited?

3. Has the curriculum enhanced teachers' professionalism and their capacity to develop learners' knowledge and understanding of the present generation?

3.1. Are the workshops conducted by the Department enhancing your professionalism?

(i) Can you elaborate on your answer?

3.2. Are you confident enough that your learners can compete with the outside world using the skills and knowledge you equipped them with?

3.3. If no, why is that so?

3.4. If yes, can you convince me if that is true?

4. Do you think curriculum change is necessary?

4.1. Why?

4.2. If you were among curriculum planners what would you suggest in planning of the new curriculum?

Appendix G: Responses to Interview Questions by interviewees

Responses to interview questions by the interviewees

Q.1. How far has curriculum change influenced teaching and pupil learning?

1.1. How long have you been engaged in teaching learners at school?

1.2. Which phases were you teaching since then?

1.3. (i) Is there any development in as far as application of teaching strategies and assessment are concerned?

(ii) Does this continuous change in teaching have any influence in your teaching?

A1: "1. 1997.

2. All phases but currently Senior Phase.

3. (i) Yes because as from then, from traditional approach there is that independence of learners, it is not about you now that they were reproducing what the teacher says. Learners go an extra mile, searching information for themselves and now it is whereby the teacher starts to identify the condition of learners as a result, teacher in class through the learners' response can see that ok, this strategy is not good for learners so I have to change it, and even in us as teachers you have to research.

(ii) Yes but the only challenge is that as teachers, the moment you feel you understand curriculum and the way it should be implemented in class, and you are trying your best, the new one is introduced and you lose confidence. Change is done now and again and it is now frustrating to us as teachers. You start not knowing whether you are developed or not. It does have influence but there is also a challenge. It challenges a lot in the fact that you must not relax, you must learn more, and you must be ahead. You don't have to sit and wait for everything to be done for you. A lazy teacher will have a problem, a diligent teacher is required".

A3: "1. 1991.

2. Intermediate and Senior Phase, I am in Intermediate phase currently.

3. (i) Not as such because it was said that with OBE lot of information will come from the learners but with us in this community it does not work because these learners do not have enough sources of information, no libraries or laboratories. Cell phone was not popular to get information from them and even now some learners do not

have them so there is a challenge and it affected assessment because there is not enough information that you get from the learners, so you end up teaching them or telling them (laughing) to get information you want."

(ii) Yes because you know, through the way we were trained to teach a child, we feel that with the new curriculum you have to learn new things/ adapt to it. We have to attend workshops although some of these workshops are not effective in so much that you end up using the way you were trained in training college."

A2: "1. 1998

2. Started teaching ABET, (where I got workshops and got informed about OBE. That its intentions are to correct problems caused by education apartheid), level 4. Actually I taught Intermediate Phase and now I am in Senior Phase.

3. (i) I cannot say it is development as such but "awareness" through the information I found from the workshops and also through upgrading myself. I do not see any need for these curriculum changes because you know what you teach must be true to life. For myself I am fully fledged, I do not need any change.

A5: "1. 2002.

2. Intermediate phase for 3 years, Senior Phase for 1 year, foundation phase till now.

3. (i) Yes. I can say it is there, a little bit because there is not much failure rate. Learners are not repeating classes but not because of this policy (CAPS). It is also not good as learners are proceeding without being ready/ raw. I am not happy. (Ndiphinde ndigxeke le nto yoba umntwana adluliselwe kwenye iclass engaphekekanga ncam kuba kaloku abafundanga ncam/ eraw). I am not happy.

(ii) "Iyandigqwetha, meaning that it confuses me. I am not happy that much because of this continuous change. I am not comfortable; I become sick because when you focus on the current curriculum, the new one is introduced. (Iyasigulisa le nto), makes us sick (changing her facial expression). You are not happy thinking about this, on what to do about the child/ how to deal with the child".

A6: "1. 2007

2. Foundation Phase

3. (i). No, instead it is confusing, because you have to know the concept used, even seating arrangement. It takes time because even planning a lesson plan takes time so you have to consult others even to understand concepts used in the curriculum.

(ii) No because I am using the old method, there is no change made by the new curriculum.

A4. "1. 1992

2. Intermediate Phase

(i) There is development but there is a problem in connection with resources. There are no libraries in our schools (rural schools) for learners to do their investigation. No computers for internet, few if any, to be used by few learners at a time. Our learners, some of them lack discipline and teachers have less control due to the rights learners have.

(ii) No, it confuses me."

B5: "1. More than 20 years.

2. Foundation and Intermediate Phase only. Currently in Foundation Phase.

3. (i) There is a development (**repeated twice**) but there are problems too, but concerning the learners there is a change but concerning us teachers it is not easy because there is a lot of paperwork. You'll find that it is not easy to find the teaching time because you have to concentrate in these paper works so it would be better if you teach children and test them, but you have to teach and write what you said to children and that takes us time. Too much work.

(ii) No, even if the curriculum is changing but what you are teaching is the same because if you are teaching addition, it is addition even if curriculum is OBE whatever. If its multiplication, its multiplication, the only thing is..... There is no change, no change in the curriculum. The topics you are teaching are the same only that its OBE, curriculum "what what" and now is "what is this". CAPS is the same what you are teaching is the same but you have to record now. I think some of the things are not necessarily.

B3: "1. 20 years

2. Senior Phase and Intermediate phase, currently teaching intermediate phase.

3. (i) No big difference in my subjects because I am teaching maths and maths is maths anytime. There is no difference 2+2 is 2+2 even if it's NCS, RNCS, what I hate is writing everytime, record, keep files. There is no change in my learning area. 1993, since then, no change because even if I do group work, I see no change. (ii) May be little, little, little. I see no difference because the real thing we are teaching is not changing. May be the strategies but this one of group work is chaotic for me, I don't like it, maybe I am too weak in controlling the class during group work or I don't know how to manage them. It's worse in this school because we have bigger classes and I have groups of six or eight and there are those who have no roles. They are making noise and they are just playing."

B6: "1. 1989.

2. Foundation Phase mostly, 2 years in Intermediate phase but currently I am teaching Foundation Phase.

3. (i) In my perception, I don't see any development that much because you'll find that we were trained to teach for three years, now when they are changing the curriculum, they train us for one week and expect that we master that, which is very impossible so as teachers we end up not clear, not knowing exactly what we are doing and it affects learning and personally, I don't see any development instead we are deteriorating day by day, that is why we are tired of teaching because you don't know exactly what is needed because today is this, tomorrow is another thing. (ii) With CAPS, yes. There is a little improvement because I think CAPS (as I said I started in 1989), is related to that system that we were trained for, at least with CAPS we are a little bit comfortable. I say a little bit but there is a lot of paperwork we need to do, even with CAPS it takes a lot of time."

B4: "1. 1995.

2. Gr. 10-12 then Intermediate Phase but learning areas are changing although curriculum is one. (By this further explanation the educator was trying to make it

clear that although she is in intermediate phase but she is not teaching same learning areas).

3. (i) *I was not there by the time of OBE. Yes, but there is a lot of work in this changing curriculum process "siyasebenza !" which means we are working a lot. This curriculum is changing now and again even to the learners we introduce this today, tomorrow we change, a day after tomorrow it is a new thing again. Learners are being affected because we do not focus on one thing, you see, and also us as teachers as well, there is a lot of paperwork because you need to have a file and what you are going to teach, you always write.*

(ii) *Yes, it does influence teaching because I prepare a lot as I am going to the class, you see. You have to be diligent in this "thing" because if you are lazy you'll not be capable of doing it. You have to be well prepared."*

B1: *"1. 19 years, same school.*

2. Senior Phase, maths from grade 7-9.

3. (i) *As far as I can assess, in fact let me start with OBE, that OBE didn't bring teaching effectively, was not effective:*

- 1. Educators were not trained enough, even facilitators who came with that complex terminology, were not well equipped but we were expected to bring effective teaching yet the terminology was not clear.*
- 2. Moved from subjects to Learning Areas where there were no specialists to teach them, like, Arts and Culture (A&C), Technology (Tech) and Economic and Management Sciences (EMS) but teachers were converted to teach them.*

(ii) *Negative influence instead because since these new changes bring something new of which we were not trained in these new things, it has a negative influence in so much that you don't know what is expected to you. This bad influence affects the attitude of teachers towards the profession "teaching ", even the person who came to this profession through calling becomes demoralised because when trying to understand the one being used, changes come, of which even the people bringing these changes, don't bring clear explanations to educator. Demoralises educators."*

B2: "1. 2002

2. Senior Phase, Arts & Culture and Technology.

3. (i) No development because as a teacher, when you try to catch up with the current curriculum, it changes within three years or four years and we go to workshop for three days or one week and we are expected to master it all, you see, so that affects teaching strategies.

(ii) Yes, because in these changes, one has a lot of paper work and the time to teach the learner is less, too much paper work. Portfolios become more important, evidence is much more important. Even if you have not gone to class, with evidence you are super because you are seen as somebody who is teaching even if the learner knows nothing; if you have done paper work you have done it."

Q.2. How far has the curriculum promoted continuity across different phases?

2.1. Through your observation as a teacher, are there any links in-between phases (in subjects, content and age) as to make learner understanding to be developed?

2.2. If yes, what can you specify that makes you to say that there is a link?

2.3. If no, what do you think is lacking/ what needs to be revisited?

A1: "In some (referring to subjects and content).

2. Taking for instance Technology (the subject she teaches) in Intermediate phase there is combination of subjects like Natural Science and Technology (NS& Tech) which is one subject yet the content is for two and is combined. In Senior Phase this Technology, it is like learners are started from scratch because Natural Science content is more than Technology content, so there is no link. Combination of two subjects in one result in one dominating the other. Technology content is not clear, even teachers are not clear so as the learners.

2. I, as a teacher, I do my best but the learners we are having, for instance we do not have enough resources and our learners are from the underdeveloped locations and backgrounds. As a teacher you don't move at your pace, you are controlled by learners' pace which means that drags you. Again the overcrowded classes we have."

A3: *"Not really because I don't know whether problem lies with Maths. In Foundation Phase learners are taught Maths in isiXhosa but in grade 4 (Intermediate Phase) they are taught in English. Our learners become confused because all subjects are taught in English. I am not sure whether problem lies with teachers or learners in grade 4. There is no continuity in Intermediate Phase and I am not sure whether time is very short or syllabus but there is no link, or may be the programmes that take place at school. There is a missing link between foundation phase and intermediate phase.*

2. There is a need for a thorough door to door research in each province because seemingly all the provinces are taken to be equal/ same level though there are provinces like Eastern Cape, Limpopo and Mpumalanga, because of environment, can cause a drawback in education development. It affects teachers and learners, e.g. Annual National Assessment (ANA) from national level for all learners irrespective of the background or condition of the school. Some learners visit the libraries to search for information, others do not have libraries but they are expected to be on the same level as those with resources."

A2: *"Yes, when you read books, there is a link. You have to know your role as a teacher and not be dictated. As long as you know what you say, you will face the challenges of the situation/ environment. You have to use your discretion as to help learners face the challenges of the world.*

A4: *"Yes, there is because what you teach in Foundation Phase is also there in Senior Phase especially in maths, except that learners are not serious. They move with the information they have to other phases. Understanding is little because in Foundation Phase they are taught in isiXhosa (Home languages) in Maths specifically, and they become confused when moving to the other level, because it is taught in English. That is why teachers decide to resign because they cannot make it."*

A5: *"No, it is difficult because a good learner in foundation phase finds difficulties in intermediate phase. In foundation phase especially grade R isiXhosa only is used for*

teaching and it is only in grade 1 where they start to learn about English but in term 1 and term 2 it is only awareness, they do not write, it is oral only and then in term 3 it is then that they start to write English. Even Maths is taught in isiXhosa in foundation phase. In grade 4 the link misses because even in phonics "c for sea in English" is pronounced as "c" for "icici" (earring), "ucingo" (fence) in isiXhosa but in intermediate phase "c" is pronounced as "c for salt"; so learners become confused. English must be practised in foundation phase; maths and also common papers must be in English.

A6: "Yes, in content but the problem between Foundation Phase and Intermediate Phase. Language of teaching and learning in Foundation Phase is isiXhosa and changes from Intermediate Phase. This confuses learners especially in maths. Subject teaching from Intermediate phase also confuses our learners from foundation phase and also increased learning areas in Intermediate Phase and Senior Phase."

B5: "There is a link because you teach plurals like table tables, girl girls in Foundation Phase. In Intermediate phase there are more what is taught like foot feet so there is becoming more difficult/ complicated but you'll find that our children what they have done in foundation phase, when they go to intermediate phase they will pretend that they have never heard about it. That's how they do things, most of them but there are few who will go with you but there is that link from FP to IP and SP."

B3: "1 Yes there is a link because I have to contact the senior phase teacher for the syllabuses or curriculum. There are topics which are harder like fractions so I have to go to those who are in senior phase so that they must say teach this one.

2. Yes, in Maths. Maths is not changing. Workshops yes.

B6: "I have a problem with that because there is this LOLT, Language of learning and teaching. You'll find that in Foundation Phase we teach with isiXhosa and in the Intermediate phase we use English and that becomes confusing to learners. Grade 3 learners cross to intermediate phase, there they are introduced to another language.

For me you'll find that IP teachers are complaining on grade 4 learners saying "oh these grade 4 learners". For me I think from FP we have to use English and Xhosa during Xhosa period only so that this continuity is fine and smooth because you'll find that in intermediate phase there is a cry for grade 4 because there is this change that is taking place because there is Additional language we are using."

B4: *"1. Yes especially those who performing well you can see that there is continuity but others know nothing, you need to start afresh. At least there is difference except for the quality/ levels of learners.*

B1: *"1. As far as I can observe there is no effective linking. For instance there are three learning areas in Foundation phase and no subject teaching, all of a sudden, Intermediate phase, there is subject teaching where educator comes with new learning area. There are six against three. These are drastic changes from Foundation phase to Intermediate phase which confuse learners because they are not used to this system and they are taught with mother tongue in Foundation phase and all of a sudden introduced to English in Intermediate phase. Same applies with senior phase but its better in Intermediate phase and senior phase because it's only EMS and A&C which is new to them.*

B2: *"1. Yes, I can say in some learning areas it is there although you'll find that in Intermediate phase some learning areas are not there and in senior phase are there but at least, link is there.*

Q.3. Has the curriculum enhanced teachers' professionalism and their capacity to develop learners' knowledge and understanding of the present generation?

3.1. Are the workshops conducted by the Department enhancing your professionalism?

(i) Can you elaborate on your answer?

3.2. Are you confident enough that your learners can compete with the outside world using the skills and knowledge you equipped them with?

3.3. If no, why is that so?

3.3. If yes, can you convince me if that is true?

A1: "1. Yes, but the only challenge is that with this Technology, I did not do it when I was training at the Teachers' Training College; it is my first time that I am teaching it here. I try to be this teacher who is eager to do but the only thing is that the workshops that are done have limited times. You cannot have two or three days for workshop and think that you can be developed. One other thing is that there is a lack of skills development in our department comparing to other departments. We are expected to master everything having attended two or three days' workshop. Worse what is happening is this change of phase and subject teaching due to the school establishment. For instance now, I am teaching this technology and I am trying to master it but due to school establishment, I can see myself being moved from senior phase to intermediate phase and may be changing the subject I am teaching now. If I can continue with this Technology in Senior Phase, I can do my best (reshuffling of teachers and subjects).

I think, much as I don't know how planning is done, but all teachers concerned must be involved (Tech & NS). One comes with his/ her ideas and they share the content equally. It must not be as if it was only NS teacher who was there when planning was done. There must be that collaboration".

A3: "1. Most of the times, workshop we attend are being conducted by the teachers themselves in the presence of advisors or senior personnel from the department whereby you see that most teaching teachers do not know how to deal with problems in classes. They come with a program to be followed. Some teachers have negative attitude towards workshop because we are given material and told to be doing something "uniformity" irrespective of conditions of different schools.

2. Not really, may be 2% of them can try. With these curricula, as a teacher you are not confident enough whether you are doing the correct thing so how can a teacher be confident whereas there is no confidence in workshop facilitators? This affects teaching because even the facilitator was not confident him/ herself."

A2: "1. Yes, I am developed.

2. There are some learners, not all of them. I am teaching language and language is the base of all what is taught in school. They have to understand what they learn through the language that I teach/ give them- all subjects.

A5: "1. Little bit because even these workshops are scarce.

2. No, because there is shortage of resources. In other provinces there are enough resources e.g. computers, maths equipment and also their teachers and schools are well developed. "Last week (referring to a week before the researcher collected data), we were at maths competition, our learners were traumatized by other teachers, they first checked their teachers before lifting up hands."

A6: "1. Yes, because learners and parents are involved and that is involved in planning. Activities can be done through stories not necessarily chalkboard. Filling changes and also how to introduce lessons.

2. Yes, like in mathematics if the language used can change to English, they can cope.

A4: "Not exactly, new strategies and information are provided in workshop but the period is short and at times the facilitators are unable to answer some questions or concerns raised by teachers because they are also teachers from the classroom just like the teachers who have attended workshop.

(ii) Few learners can but most of them cannot due to the environment and the community surrounding them. As I have said earlier on that resources are problem to our learners and also language used generally.

B5: "1. Yes. Some workshops are fruitful and you'll find that what you did in workshops becomes easy to do in class but some of them you'll find that the facilitators say you must approach your learners like this but when you get to learners it is not easy.

2. Not yet, you know another problem we are having in foundation phase is this language we are using when teaching mathematics but they are using English in

Intermediate phase so that makes us not sure whether our learners can be marketable. For instance there are words in mathematics, and even in lifeskills which are taught in isiXhosa but in Intermediate phase they will be as if it is their first year because we are teaching them about "ngquphantsi" meaning triangle; "mbhoxobuxande" meaning rectangle whereas when they get to IP those terms are no more there. That becomes very difficult for us; to me that old method of mentioning triangles and rectangles was easy as compared to these ones.

B3: "1. Yes. It is worse in maths. Maths is not changing. Workshops are fruitful.
2. Yes and we deed here in these maths quiz we are always position two. Quoting one of the good schools in Libode; she said: "We are beaten by St Patricks every time because we are always position two beaten by St Patricks".

B6: "1. Yes, Workshops conducted by the department are effective but as I have said that teaching is not an easy thing because we are not clear of what we are doing but they do workshops but at the same time the kids that we are teaching "Yhoo" they are so unruly. They are not disciplined so it's that."
2. No, I am not confident as I have said that if we talk of an outside world, learners here have to compete in English. How can you compete with isiXhosa? You cannot do that. Lifeskills, Maths and Xhosa are taught in isiXhosa and a piece of English. I would be confident because we competed in English in this school and we won debates in Libode district and I was confident, now I am not because there is this language problem.

B4: "1. Yes at least for CAPS there's a change, for instance in planning, if you plan your teaching program. I see a difference with CAPS but with others, there was no difference. I gained nothing. You feel that you are from workshop like NS&TECH you are guided especially that you are given the policy documents, they have topics so we teach according to them, so I can see improvement and also English; reading and writing due to policy document there is guidance. All this has started with CAPS and not others."

2. "I don't have confidence as such since we are still starting with this but there are few learners who can but I don't have that confidence as to they can go and compete with outside world but they are trying. Like there are Technology days we go with them they are trying at least."

B1: "1. Workshops are not conducted by the department itself, in fact, department does not use quality people when they are conducting these workshops. The educators who are conducting the workshops are at the same level with educators to whom the workshops are conducted. In fact the workshops are there for record purposes for the department officials and not for change in profession for the individual educator."

2. No, I am not confident because as I have told you earlier on that it's only this year that we are given guidance with this CAPS, given the content that need to be covered. In previous years I used to use my own discretion to teach the learners. There was no guidance, it's only this CAPS that gives light to us, so I am not confident; these learners cannot go and compete worldwide."

B2: "1. No, I don't think there is any enhancement because they conduct these workshops within three days where they read what we also have and give us books of which we can read for ourselves. In University we took four years to complete the course and for curriculum change to be understood it takes three days. Even facilitators are teachers who are taken among us who have the same knowledge we have and are reading books which we can read for ourselves. When we ask questions they say we must answer, there is nothing wrong for the answer to come from the floor."

2. Yes, because there is a lot of practical that I am doing, especially in A&C and Technology."

Q.4. Do you think curriculum change is necessary?

4.1. Why?

4.2. If you were among curriculum planners, what would you suggest in planning of the new curriculum?

A1 "1. Yes, but teachers must be thoroughly work shopped and resources be provided.

2. Let me first talk about examination (common paper) which includes every school irrespective of the background of each school. For instance the question paper talking about Mandela Bridge which is in Gauteng and the learners from rural areas were never been there, so now the ones who will benefit are the ones who are there. Rural area learners are disadvantaged. For example, Eastern Cape will always be number last in matric results because most schools are in rural areas. Learners from Gauteng, Western Cape are at the advantage of being exposed to these things. There are no resources, no exposure but when they are being assessed the questions are the same. In the question paper both situations, conditions, environment must be catered for. Must not cater for urban only, must also accommodate the rural.

A3: "1. Yes because the level of the learners that this curriculum is producing is below standard. Right now there is a need for change in curriculum again because the level for learners produced by this curriculum is below standard. There is a need for curriculum change to make them better citizens.

2. I do not know. I think there is a need for research for all communities, relevant stakeholders, tertiary institutions because learners have to go there. Stakeholders to do what is called "intlolo" (search) which are: tertiary institutions, learner representatives, teachers, parliamentarians and parents. There must be a big panel because it is the future of the child that is affected."

A2: "Yes, to the people who do not understand that in life there must be change (In life there must always be change). Mind-set must be transformational. Teachers must be introduced to different approaches. I am not satisfied about the way these approaches are introduced to learners."

A5: (i) No.

(ii) Nothing changes, head will always be head and numbers also do not change, instead it is confusing except for strategies but they always change so it confuses

learners and teachers. Teaching must be the same from grade R upwards in as far as language of learning and teaching is concerned. Workshops must not be limited, must take part for a year before implementation. Parents must be work shopped on how to help their children, coach them and not do for them."

A6: "No, there is no need; I do not see any development.

I would suggest that resources must be checked and check if the curriculum will suit the province/ what is lacking. Teachers must be trained time and again. Employ teachers there is much shortage."

A4: "Yes but not continuously. It confuses us as teachers, we are not sure of what we know or do not know and that affect learners.

Involvement of rural area school teachers who know the classroom situation."

B5: "1. As I said earlier on that there's no problem in curriculum change, I see that there is no need for changing curriculum because the content stays the same; if you are teaching my school: my school will always be my school even if the curriculum is CAPS or Curriculum OBE or what-what. What you are teaching is the same no matter which curriculum. So there is no need for changing these curricula because the topics are the same only that these curricula are a burden to us; to teachers.

2. The old curriculum to me was better only that the monitoring; the way they are monitoring the curriculum. If they can monitor the old curriculum because if they are not monitoring, it will be bad but if the curriculum can be the old one, the supervisors have to monitor the work. I don't prefer the new curriculum but the way they monitor helps the teacher to move because she/he is being monitored."

B3: "No, I see no need for the curriculum to change.

2. My problem is between Foundation phase and Intermediate phase: I would like to minimise learning areas so that learners from Foundation phase have enough work. The work in intermediate phase is too big for them, those who are coming from Foundation phase. There is this subject teaching thing and they are not used to it. Subject teaching must start from Foundation phase so that they become familiar to

many teachers. Although Intermediate phase learning areas have been minimised they are still confusing them especially in grade 4. (Emphasizing); Minimising learning areas and subject teaching to start in Foundation phase. (Commenting on some subjects like Social Sciences); I do not think that it is important. I do not see the need for Social sciences.

B6: "I do not know but if, sometimes it can change, but if it can be trained properly because we are not being trained properly. We do not get enough training when there is curriculum change. When the curriculum is changing we are just trained for one week and we are expected to be effective of which that is difficult.

2. In my point of view, I think that curriculum planners must be, like if you plan for foundation phase, people who have been in foundation phase, like the pensioners who know how the foundation phase learner is taught and know the mind of a foundation phase kid, (I don't know how to put it), but what I mean is that those pensioners know how to deal with a foundation phase kid. You find that this work cannot be done by a foundation phase learner but it is there for you to teach it."

B4: "1. I think we can continue with this CAPS because we see a way forward with CAPS and not the introduction of a new thing now, no this is too much; too much that something new can be introduced now! No this CAPS is right and is leading us to somewhere.

2. Let's continue with this CAPS and improve it, if there is something we want to add but not change to a new thing.

B1: "1. Yes, there is a need for curriculum change but it needs to be researched first
2. The involvement of educators is more important because they are the people going to implement this. I don't know who are involved when the curriculum is developed but as I can assess it seems as if people who are designing are the employees instead of appointees. For instance, I don't think it is proper for somebody who has never been involved in education to lead education especially in the classroom situation. Educators must be represented so that a person who has

experience of being in class. An educator teaching in rural area like Libode district cannot have the same insight as the educator teaching in Gauteng Province.

B2: *"1. I don't think there's a need for curriculum change because we are doing Arts and Culture here and Technology, LO and such things. When they move to high school, some of the learning areas we do are not there. There is no continuity whatsoever.*

2. I would suggest that what was done in previous years, subjects and not Learning Areas because in high school there is biology, history, whereas with us in Senior Phase, Geography is combined to History and is Social Sciences. You'll find that one learner is good in Geography and not History and that is combined so one side will fail. I prefer the old system and not this new one. EMS combines business studies and economics.

Appendix H: Proof of Language editing Certificate



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2 March 2016

To whom it may concern

This is to certify that I, Lydia Weight, have proofread the document titled: Teachers' perceptions on the effects of frequent changes in curriculum on effective teaching and learning in Junior Secondary School, by Nondwe Ngibe. I have made all the necessary corrections. The document is therefore ready for presentation to the destined authority.

Yours faithfully

A handwritten signature in cursive script that reads "L. Weight".

L. Weight