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**AN INVESTIGATION ON THE OPINIONS OF TEACHERS ON
THE POLICY IMPLEMENTATION OF LIFE ORIENTATION
CURRICULUM: A CASE STUDY OF FIVE SCHOOLS IN
COFIMVABA EDUCATION DISTRICT.**

BY

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Declaration

I, Spokazi Matshikiza vow that this thesis with the title, **“AN INVESTIGATION OF THE OPINIONS OF TEACHERS ON THE IMPLEMENTATION OF LIFE ORIENTATION CURRICULUM: A CASE STUDY OF FIVE SCHOOLS IN COFIMVABA EDUCATION DISTRICT”** is my original work conducted under the supervision of Ms P. N. Tyilo and that it has not been submitted to any other University. All the assistance towards the production of this work and all the references contained herein have been duly accredited.

Ms Spokazi Matshikiza

Date

Abstract

The purpose of this study was to investigate the opinions of teachers on the implementation of Life Orientation curriculum in five schools of the Cofimvaba Education District. In 1994, there were so many changes in South Africa which brought educational transformation at the fore front and centre of all discussions about the changes in general. The curriculum was reviewed and perceived as a guide meant to reflect the values and principles for envisaged learner such as human rights, social and environmental justice with a high level of skills, values and knowledge. Life Orientation as a compulsory subject that was introduced in the epitome of these changes and presents South Africa with the opportunity of providing a meaningful contribution to its youth and mainly as a partial solution to various social problems. The bottom-up model was used to explain the data which was collected from 5 schools in Cofimvaba district using structured interview schedule. The schools selected were based in the rural areas of Cofimvaba District and the number of participants interviewed were 15 teachers with different educational qualifications. The data was then arranged and sorted into common themes as well as tallying and ranking of the responses. This was done in order to uncover the main issues that make the findings of the current study.

The data collected revealed that some of the Life Orientation teachers from the GET Band (school 2: 3 teachers, school 3: 6 teachers and school 5: 2 teachers) did not receive any training nor support from the Department of Education on implementing Life Orientation and that resulted to implementation difficulties in their schools. However, some teachers that were interviewed in school 1, 2 (3 teachers) and in school 4 joyfully responded by informing the researcher that the Department of Education was supportive to such an extent that the department has provided study material, teaching material, annual teaching plan and also organised support workshops for them. Although that was the case, some schools (2, 3 and 5) are still experiencing some shortages in terms of teaching materials as they go to the neighbouring schools for support. Though there was support that was given by the Department of Education to

Life Orientation, it is still inadequate as it could not cater for all the needs of the schools. In addition, the challenges faced by the above mentioned schools may also result in the provision of unbalanced LO curriculum implementation. Support and monitoring is crucial aspect when it comes to implementation of a certain learning area especially when dealing with Life Orientation. This is an easy subject to deal with since it entails issues of life, therefore, whatever support that needs to be provided in future will be appreciated in order to the teachers to be able to implement the curriculum according to its expected standards.

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Dedication

I dedicate this research to my late father, Bishop Mr M. Matshikiza and my mother who is still alive Rev. Mrs H.N. Matshikiza.

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List of Acronyms

ABET – Adult Basic Education and Training
ACE – Advanced Certificate in Education
C2005 – Curriculum 2005
CAPS – Curriculum and Assessment Policy
DOE – Department of Education
GET – General Education and Training
ICT – Information and Communication Technology
LO – Life Orientation
MEd – Masters of Education
NDA – National Development Agency
NDE – National Diploma in Education
NQF – National Qualifications Framework
OBE – Outcomes-based Education
OSD – Occupation Specific Dispensation
PGCE – Post Graduate Certificate in Education
RCNS – Revised National Curriculum Statement
SAQA – South African Qualifications Authority
STD – Secondary Teachers Diploma

CHAPTER 1

BACKGROUND OF THE STUDY

1.1 Introduction

The year 1994 brought so many changes in South Africa, the educational transformation was at the fore front and centre of all discussions about changes in general. In those days, Bantu Education system during apartheid was the form of education that was directing black youth towards unskilled labour market. The socio-political situation in South Africa was the primary cause for the transformations that began to take place when the new political dispensation came into power in 1994 (Panday, 2007). After the Bantu Education system, Curriculum 2005 (C2005) was implemented in 1998 and this curriculum coincided with birth of new democracy in South Africa in 1994.

1.2 Curriculum changes after 1994

Curriculum 2005 was aimed at addressing the imbalances of the past and it was therefore intended to respond to the new nations' needs. Such needs as stated in Report of the Taskforce Team for the Review of the Implementation of the National Curriculum Statement (NCS; 2009) are as follow:

- Inspire a constituency that had been oppressed by the very nature of the previous education dispensations and policies and offer equal educational opportunity for all.
- Establish the socially valued knowledge to be transmitted to following generation.

C2005 was seen as the plan that was meant to redress the inequalities of the past because when curriculum was revised in 2000, it was named National Curriculum

Statement (NCS) (Jansen, 1998:321; Manganyi, 2001:25; Harley & Wedekind 2004:195; Vambe, 2005:285; Van Deventer, 2009:127). As stated, (Jansen, 1998: 321; Botha, 2002:361; Fiske & Ladd, 2004; Todd & Mason, 2005:221; Van Deventer, 2009:127) National Curriculum Statement was characterised by being an outcomes-based curriculum, which believed in learner centred method that promotes integrated knowledge system in order to improve the quality of education in South Africa.

The curriculum was reviewed and it was therefore seen as a guide that came after serious discussions and was meant to reflect the values and principles for an example, human rights, social and environmental justice with a high level of skills and knowledge, of the new democratic society built on the values that inspired the constitution for all (Act 108 of 1996). To achieve social justice equity and development, people with the least resources and skills should be empowered by the curriculum. When the curriculum 2005 was implemented, there were so many challenges that the education system was faced with; for an example enormous infrastructural backlogs, resource limitations, inadequate supply of quality learning support materials and absence of common national standards for learning and assessment (Kelly *et al.*, 2001; Strydom, 2011). South African schools were experiencing challenges in implementing the concept of the outcomes, in an attempt to drive the educational programmes and this was caused by many factors; to mention just the few; insufficient state resources to accommodate all the schools was one of the challenges (Whitaker & Whitaker, 1995:248; Mathieson, 2001; Todd & Mason, 2005:221; Vambe, 2005:285) and lack of management capacity and the scarcity of resources (Jansen, 1999:42; Botha, 2002:361; Fiske & Ladd, 2004; Prinsloo, 2007:155).

When the education was transformed; new subjects were introduced while other subjects were removed. The educational transformation that occurred in South Africa did not only bring about Outcomes-based Education and Curriculum 2005 but also a new learning area, called Life Orientation (LO). Life Orientation (LO) in the General Education and Training (GET) Band (Grades R-9) which is the band that comprises of the three phases that is foundation phase (grade R - 3), intermediate phase (Grade 4 –

6) and senior phase (grade 7 – 9) which is the exit point of this band. Life Orientation is a new subject in the Further Education and Training (FET) Band (Grades 10-12) and has been one of the subjects that were the result of the educational transformations. Life Orientation (LO) has its major leading role which is central to the holistic development of learners that includes equipping learners with the skills, knowledge, attitudes and values (SKAV) so that they can be able to face life's challenges in an informed, confident and responsible way (DoE, 1997; Jansen, 1998:321; Botha, 2002:361; DoE, 2002a, 2002b; Fiske & Ladd, 2004; Hendricks, 2004; Vambe, 2005:285; Christiaans, 2006).

1.2.1 Life Orientation in the Curriculum

Life Orientation as a compulsory subject that was introduced in the epitome of these changes and presents South Africa with the opportunity of providing a meaningful contribution to its youth and mainly as a partial solution to various social problems (SADE, 2003). It forms an excellent basis for equipping learners to respond positively to social demands, assume responsibility and optimise their life chances (Prinsloo, 2007:155). In addition, Life Orientation offers possibilities for learners in South Africa to gain knowledge, skills, attitudes and values such as, to teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others, to develop learners 'skills to respond to challenges and play an active and responsible role in the economy and society, to face the challenges they encounter as informed confident and responsible young people (DoE, 2002b). Learners get opportunities from LO to demonstrate an understanding and participate in activities that promote movement and physical development. In addition, it is also there to develop learners to engage in personal, physiological, neuro-cognitive, spiritual and socio-economic levels (SADE, 2003; Prinsloo, 2007:155; Theron & Dalzell, 2006:397). As these skills that Life Orientation aims to provide within its ambit in children play a pivotal role to develop them as members of the community, there is an emphasis on the self-in society and also to address the need for learners to be integral to the shaping of the new society.

Environmental education comprises more than nature study or environmental studies as it prepares learners to address environmental issues. These issues include accountability and responsibility at which values, knowledge and skills are required. The importance of value promotion cannot be over-emphasised for both personal development and the creation of national South African identity (Adewumi, 2012). The Life Orientation teachers as well as parents are responsible for instilling these values into the learners for successful implementation of Life orientation which enhances the practice of positive values, attitudes, behaviour and skills.

Life Orientation has its idiosyncratic challenges particular to its configuration, vision and outcomes. It faces a major challenge as a new Learning Area of the preconceptions that exist about it. The vision of LO is of individual growth as part of the effort to create a democratic society, a productive economy and improved quality of life. Preliminary indications are that Life Orientation is struggling to achieve its potentials specifically pertaining to learners, educators and school principal's perception of this subject and its constituents. In addition, attitude of the school principals is not conducive to the successful implementation of Life Orientation (Makhoba, 1999; Mashimbye, 2000; Kelly *et al.*, 2001; Diemont, 2007).

Life Orientation as a subject is not being handled properly because teachers who are teaching it often have not received specialised training in the subject and as a result teachers do not know how to teach the content of this Life Orientation or how to derive the content from the assessment standards. The fact that there is lack of sufficient funding, shortages of materials, facilities and equipment revealed by a number of studies, proved the low status attached to this subject, despite its importance in helping learners to be adequately guided towards positive self-concept formation, and the realisation of their potential (Jacobs, 2011:2; Adewumi, 2012). According to Christiaans (2006) he revealed that Life Orientation teachers need to be empowered and be supported to implement a curriculum that was based on the philosophy of outcome-based education. This has been supported by (Panday, 2007) in her study where she stated that teachers with inadequate training will find it difficult to teach to the general

critical cross-field outcomes of the NCS and the more specific learning outcomes of the Life Orientation. In addition, implementation of Life Orientation Curriculum in selected Schools in Fort Beaufort was investigated further (Adewumi, 2012).

Implementation of Life Orientation requires support and monitoring from the Department of Education. Bell *et al.* (2006) indicated that in cases where implementers do not favour the policy/programme, the outcome is that programmes do not go as planned. This is also apparent in cases where implementers have not been involved in the process of formulation of policy or programmes because those who have powers are the ones who take centre stage in leading the decisions that directly affect the society at large. As such a case, policies flow from the influential leaders at the top to the teachers at the bottom to implement the policies in Life Orientation curriculum. The above paragraph is in line with what is stated in the PCG (2007); because it is stated in this document that in dealing with the educational transformations Departmental officials need to follow roles that they will need to play in helping and supporting teachers in schools such as:

- Providing an enabling environment for education institutions within a district area to do their work in line with education law and policy
- Assisting principals and educators to improve the quality of teaching and learning in their institutions
- Serving as an information node for education institutions and facilitating ICT connectivity in all institutions within the district
- Providing an enabling environment for the professional development of educators and administrative staff members in line with the OSD.

Conducting school support visits for an on-going developmental process is one of the important aspects in this document. It involves supporting teachers in a transparent manner at school and classroom level (PCG, 2007). During a school support visit, the teaching and learning process is supported and mechanisms to improve teaching strategies are shared. It is also an essential component for ensuring effective curriculum implementation at classroom level. Researchers such as St Clair (2002), Mayet (1997)

have used the training model for the Life Orientation of Grade 7 teachers. This is where teachers were made aware of how C2005 has been streamlined and strengthened. According to Mayet (1997), fundamental policy changes in the curriculum could not be put into practice without the support of the teachers as the main implementers of the curriculum. The argument was that teachers who were expected to implement the curriculum could play a critical role in improving the quality of education and training on the professional development and commitment of the teachers.

As a researcher, and Life Orientation teacher there are many concerns that Life Orientation teachers have regarding the implementation of Life Orientation in schools and the support that the Department of Education (DoE) has been rendering to teachers. One of the major challenges that exists is that Life Orientation is the non-examinable subject and status that has been awarded the subject and the fact that it is still regarded as one of the subjects that are not that important just like Guidance, Youth Preparedness, Religious Education and Physical Education (PE) as the subjects that were offered before the curriculum was reviewed (DoE, 2002a; Rooth, 2005; DoE, 2008; Van Deventer, 2009:127). According to Christiaans (2006) teachers teach Life Orientation where they are not familiar with all that is expected from them and this has made it difficult for some of the Life Orientation outcomes to be achieved. The teachers were also not comfortable enough to teach the subject and also having challenges with other themes such as having to teach some sensitive topics like sex and HIV/AIDS, teaching learners to use condoms, which most teachers feel encourages loose morals (Kelly *et al.*, 2001). They feel that students may take things literally and interpret messages about sex as a norm for their age.

Life Orientation teachers also encounter challenges in trying to get the balance between their beliefs and the idea that they must teach certain materials that are covered in Life Orientation because they are not specialists in the area (Van Deventer, 2004:107; Rooth, 2005; Christiaans, 2006; Roux *et al.*, 2008). The other concern is the support that teachers receive from the DoE in equipping them so that they would be able to handle Life Orientation in their classes and this is supported by Christiaans (2006)

because it is stated that without the sufficient support from the DoE there won't be any improvement in the implementation of the curriculum and there will be a gap for Life Orientation to achieve its intended objectives (Toddun 2000; Wentzel, 2001; Rooth, 2005). It is because of this background that the study investigated the opinions of teachers on the implementation of Life Orientation curriculum.

1.3 Statement of the problem

Teachers who were motivated to teach and received required support to do their work form the basis for the successful implementation of any subject; it was found by the review committee for C2005 in 2000 that among other things facing South African teachers is that they were inadequately trained (DoE, 2000; Botha, 2002:361; Van Deventer, 2004:107). This has been supported by Rooth (2005), Christiaans (2006), Prinsloo (2007:155), Roux *et al.* (2008) and Van Deventer and Van Niekerk (2008) that if Life Orientation teachers are inadequately trained they will dislike having to teach Life Orientation if they are not well conversant with the content. The specialists in Life Orientation are needed (Rooth, 2005; Van Deventer & Van Niekerk, 2008; Van Deventer, 2009:107) because if everybody continues to teach Life Orientation it will be invisible as it will be so integrated in all the subjects and this will be a devastating loss of an educationally sound opportunity, if Life Orientation could not fulfil its potential to make a vital contribution to learners' successful living, learning and well-being. Other factors such as crime and violence which virtually affect every school, community, individual learner and teachers pose a challenge for this learning area to be investigated further.

The challenge also extends to Life Orientation teachers on how they can implement Life Orientation programmes to assist the students in dealing with their daily life situations. In addition to this lack of participation and involvement of teachers in decision making in curriculum and management related issues is also a challenge (McLennan & Thurlow, 2003; Scott, 2005:1). Even though there is PCG (2007) document that tabulates what

the Departmental officials are to do in supporting the teachers in schools, teachers still have challenges with implementing Life Orientation curriculum in their classrooms.

Life Orientation programme notwithstanding its capacity to make a beneficial contribution to the education of learners due to problems and its complexities appears to be more on the instructional issues involved in creating classrooms that promote the learning area including the beliefs within a classroom about how one does the programme. This may be normative as part of the transitional period that characterises curriculum change. However the initial indications of the difficulties in the implementation of this learning area may be more of a serious and permanent nature. Lack of the teacher's relevant knowledge, experience and the poor support, schools' insufficient teaching and learning material, non-existent facilities and equipment available and the large class sizes all contribute to Life orientation implementation difficulties. Also this difficulty does not preclude the importance of aiming to develop the learners' positive attitudes towards Life Orientation that are derived from teachers' positive attitudes (Romberg *et al.*, 2005).

The researcher is of the view that it is educationally and morally incorrect to let things go on as in the past when this subject was not in the curriculum. That it suffers its intended objectives starting from where the researcher as an LO teacher works where the implementation of this particular subject is not up to the required standard, where LO is difficult to be implemented. Therefore, in order to meet the requirements of the Learning Outcomes in LO Curriculum all challenges that hinder the implementation of this vital subject be raised so that they can be resolved. Additionally the noticeable gaps between policy and practice in the rural schools in Cofimvaba District include concerns raised by teachers regarding their challenges they experience during the implementation stage of LO curriculum with emphasis to the following:

- Teachers being required to be experts in a wide range of specialised subject fields,
- Insufficient time allocated to LO. It is envisaged that the time allocated for LO is not sufficient to meet the minimum requirements for LO in the school time table

- Teachers are not properly prepared to handle this learning area in their classes as they were teachers already in schools when this was introduced
- The teachers were not involved in the decision making relating to the implementation
- Inadequacy of the training
- Inability of the teachers to implement the LO curriculum, the reservations that they had with regards to the other aspects of LO more especially issues related to sexuality
- The content to be covered in relation to the time that is allocated to it on the time table.

The researcher is concerned about LO idiosyncratic challenges particular to its configuration, vision and outcomes which is the reason the study investigated the opinions of teachers on the implementation of Life Orientation curriculum.

1.4 The purpose of the study

The purpose of the study was to investigate the opinions of teachers on the implementation of Life Orientation Curriculum in the Cofimvaba Education district.

1.5 Objectives of the study:

The study seeks to assess:

1.5.1 Opinions of teachers about their involvement in the implementation of LO curriculum

1.5.2 The perceived challenges that LO teachers face when implementing LO.

1.5.3 The LO teachers' opinions achievements regarding the implementation of LO.

1.5.4 Lo teachers' pinions about the monitoring and support mechanisms in the implementation of LO curriculum

1.6 Research questions

1.6.1 Main research question

What are the opinions of teachers on the implementation of Life Orientation Curriculum in Cofimvaba Education District?

1.6.2 Sub-research questions

- 1.6.2.1 What are the opinions of teachers about their involvement in the implementation of LO curriculum?
- 1.6.2.2 What are the perceived challenges that LO teachers face when implementing LO?
- 1.6.2.3 What do teachers perceive to be the greatest achievements regarding the implementation of LO?
- 1.6.2.4 How do teachers perceive to be the nature and adequacy of the support and monitoring mechanisms in the implementation of the LO curriculum?

1.7 Rationale of the study

Educational transformation has been one of the major milestones that characterized democracy in South Africa. A lot has happened with these curriculum reviews with new subjects added and removed while the staff compliment is still the one that existed prior the transformation and it is because of these changes that some people find themselves having to teach the subjects that they were not even specialists in. As these teachers were there in the education system prior the reviews; the Department of Education had a responsibility of ensuring that they are trained and equipped so that they would be able to implement the curriculum according to the standards set in the curriculum documents. It is important to investigate how teachers perceive about the implementation of LO curriculum and whether the support and monitoring rendered by the DoE enables them to implement the LO curriculum as stated in the documents.

The findings of this study might be of value to policy makers and implementers of curriculum at micro and macro level so that the relevant stakeholders can learn and implement their experiences for the benefit of students. At micro-implementation level is

where the contextual factors within an implementing environment completely dominate rules created at the top implementing pyramid, and policy designers will be unable to control the process. At macro-implementation level government officers and education specialists formulated the NCS. Consequently the proper training of teachers will be taken serious so as to ensure that the teachers receive necessary support from the Department. Involvement of the teachers as key implementers might be explored by the DoE so as to instil the sense of ownership and responsibility to the teachers as change agents, who are to teach life orientation as curriculum improvement developed by the DoE. Also this study could inform the policy makers in selecting the appropriate ways of modifying the policy. Therefore this study is important to policy students as well as to policy practitioners on the academic front.

1.8 Delimitations of the study

The study was limited to 5 different primary schools with 6 teachers per school of the Cofimvaba Education District in the Eastern Cape Province. The participants from GET band were teachers teaching Life orientation in the selected schools.

1.9 Definition of terms

1.9.1 Life Orientation

Life Orientation (LO) is the study of self in relation to others and society. It applies a holistic approach. Life Orientation is concerned with personal, social, intellectual, emotional, spiritual, motor and physical growth and developmental of learners, and the way in which these dimensions are interrelated and expressed in life (Mosia, 2011).

1.9.2 Learning

Learning is reinforcement processes of acquiring new knowledge and intellectual skills, physical skills, emotional responses, attitudes and values (Landis, 2007). Learning strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge that will help to create themselves.

1.9.3 Implementation

Implementation is defined as actions by the public, individuals or groups that are directed at the achievement of the objectives set forth in prior policy decisions (Ham & Mill, 1984). Implementation in this study will refer to the way Life Orientation (LO) programmes in the national curriculum are put into action. The term is also meant to include teaching Life Orientation (LO).

1.9.4 Perception

Perception is defined from physical, psychological and physiological perspectives. It is the process by which people attached meaning of experiences. In addition, it is the way to judge and evaluate the organisation, identification and interpretation of sensory information in order to represent and understand the environment (Adediwura & Tayo, 2007:165).

1.9.5 Support

LO teachers can be seen as the enabling mechanisms described by the Department of Education (2002). Therefore, a shifted emphasis from learner to teacher needs to take place in order to provide quality education for all, and to help prevent and minimise the development of barriers to learning and development. Education Support Services therefore play an important role in achieving this, an important aspect of which is developing teachers' competencies.

1.9.6 Monitoring

Monitoring is to be aware of the state of a state of system, to observe a situation for any changes which may occur over time. It requires the availability of reliable and objective information of the way the policies and programmes are being implemented to detect possible pitfalls and obstacles (Patton and Sawicki, 1993). This is required to fulfil the plans set prior the project.

1.10 Chapter outline

The study is divided into the following six chapters:

Chapter 1 presents the background to the study, the research problem and purpose, research objectives, research questions, assumptions, significance of the study, delimitation of the study and definitions of key terms.

Chapter 2 includes literature review which will include the views of a range of authors and researchers on the opinions of the teachers in the implementation of LO curriculum. This chapter discusses guiding theoretical framework and various levels of policy implementation.

Chapter 3 covers the methodology of the study which will explain the research design, paradigm, approach, population, sampling procedures, data collection instruments ethical consideration and credibility and trustworthiness.

Chapter 4 presents and analyses the research data.

Chapter 5 discusses the findings of the study.

Chapter 6 presents a summary of the findings, the conclusions and recommendations.

1.11 Summary

This chapter outlined the background to the study which highlighted the curriculum reviews in South Africa and it looked at the opinions of teachers handling life orientation programme and about the support given by the DoE when they implement life orientation in their classes. The departmental officials' roles in terms of support have been alluded to in this chapter as they are tabulated in that PCG (2007) document. The chapter then discussed the background to the study by specifying the challenges of curriculum implementation and its success of the course. The statement of the problem that situates the justification on the need to carry out the research study was furnished. The main research question was stated followed by sub-research questions. The purpose of the study was given explaining the reason behind carrying out the study. The assumptions of the study were made. The rationale of the study was given followed by definition of terms that explained key terms to be used in the study. In conclusion the above assisted in navigating the research focus in an effort to answer the outlined research questions. In the next chapter review of relevant literature to the study is given in order to lay firm foundation on which the rest of the study was built.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter review literature in the field of policy implementation; the main focus is on, teacher opinions, curriculum and management related issues, support and monitoring. Furthermore it discusses the theoretical framework which was used to explain collected data. In this chapter, literature was reviewed in order to reveal what other researchers have written on the concept of opinions of teachers on the implementation of Life Orientation curriculum. The theoretical framework which guided this study is bottom-up approaches to policy implementation.

2.2 Curriculum Implementation theories

Planning of the curriculum design is important although many curriculum models exist, most of them can be classified as Technical or Non-Technical approaches (PCG, 2007). This breakdown is not dissimilar to the Product/Process break-down of curriculum models. They maintain that these approaches should not be seen as dualistic or as either being positive or negative. Curriculum development is a useful blueprint for structuring the learning environment (Ornestein and Hunkins, 2004). This approach has been defined as logical, efficient and effective in delivering education. Curriculum-related theories are developed after examining research, and can be used in order to develop models of change in an attempt to explain why some initiatives are less or more successful than others. This study was guided by the theories of Rogan and Grayson (2003) on the implementation of Curriculum and Fullan's Curriculum Implementation Change Model. These models were used to discuss the findings of this study.

2.2.1 Rogan and Grayson's (2003) implementation theory

Rogan and Grayson's (2003) theory was adopted in this study to explore how schools implement the Life Orientation (LO) National Curriculum Statement (NCS) in the LO curriculum because it puts into consideration current realities that exist in different institutions of learning. There is diversity in various institutions created by different reasons such as funding policies of the past government and socio-economic conditions that exist in different communities. The theory builds on the strengths of various educational components present in the education system, such as teachers, learners and the school environment, in the implementation of curriculum. The theory introduces three major constructs, namely;

- Profile of Implementation,
- Capacity to Support Innovation and
- Support from outside.

The three constructs were used to discuss information gathered on the implementation of the LO NCS. These constructs attempt to look at whether the ideas of a set curriculum are put into practice (Rogan & Grayson, 2003).

Firstly, the Profile of Implementation looks at what constitutes a good practice, that is, what teachers and learners do in class. It deals with coverage of learning areas, the nature of classroom interaction, examinations and practical/models made by students (curriculum issues). This refers to the interaction of students with teachers and their use of teaching strategies as well as the learning materials used to produce the desired learning outcomes. The quality of the product depends on the quality of the teachers, materials and student factors. Therefore, implementation of LO curriculum involves a number of things and the course it may take is hardly predictable. The profile of implementation is important for this study as a theoretical framework because it will help the researcher in discussing classroom interaction between teachers and learners with regard to the implementation of the LO NCS. It also gives room to discuss the teaching methods used by the teachers and class observation of such activities.

Secondly, the Capacity to Support Innovation in Rogan and Grayson's model, attempts to "understand and elaborate on the factors that are able to support or hinder the

implementation of new ideas in a school system” (Rogan & Grayson, 2003). The indicators of the Capacity to Support Innovation are grouped into four categories, namely; physical resources, teacher factor, the learner factor and the school ecology and management which are the school discipline and tone. These may affect curriculum implementation. Capacity factors include teacher capacity, which refers to the teachers’ qualification, specialisation, the physical resources, that is, school infra-structure such as classrooms, libraries, furniture and other learning materials used by learners which are procured by parents and responsible authorities (Ottenvanger *et al.*, 2003). It is necessary for schools to have adequate classrooms and materials for use by learners in LO classes so that learners could have rooms where they can hold debates and group discussion even after school. Learner factors focus on attitude and class size, willingness to learn, background, the kind of strengths and constraints that learners might bring to the learning situation (Rogan & Grayson, 2003).

Thirdly, another factor that can hinder or enhance innovation is the general ecology and management of the school. The school ethos and management are not the same, yet they are considered together as they are closely intertwined, particularly in schools in developing countries (Rogan & Grayson, 2003). If the school is in disarray and not functioning well, innovation cannot, or will not, be implemented. This could be determined by the qualification and experience of the school heads of departments. Research has also shown that the leadership role of the school head is critical in reform implementation (Rogan & Grayson, 2005).

Lastly, the Capacity to Support Innovation is useful in this study because it provides a guide to three most important aspects of the research, namely; physical resources, the teacher factor and the learner factor. This construct addresses three research questions:

- i. How do teachers perceive the implementation of Life Orientation in the new curriculum?

- ii. What training have teachers received to implement the Life Orientation curriculum?
- iii. How do teachers select learning teaching support material?

Support by Outside Agencies in Rogan & Grayson's model on curriculum implementation, focuses on the monitoring system, professional development provided by district education subject specialists to LO teachers and the provision of material resources from the district, parents and other stakeholders. The support from outside agencies describes the kinds of actions undertaken by outside organizations, such as the DoE and district subject specialist, to influence practices (Rogan & Grayson, 2003). The role of the subject specialist is to see that standards are maintained. They are there as quality assurance officers, to provide schools with expertise and professional development courses. In light of the information provided above, this theory will therefore assist the researcher in better understanding the implementation of the LO NCS in schools in the Eastern Cape, more specifically, Cofimvaba District. Another implementation theory that was used in this study is the Educational Change model which was used to complement Rogan & Grayson's model on curriculum implementation. This framework is discussed in the following section.

2.4 Policy implementation

Implementation is the means by which policy is carried into effect which can refer to a one-time effort to enhance a policy, or a continuous process such as strategic planning. The implementation process may involve many different people and levels of hierarchy so as to change the nature of policy from decision to implementation (Duemer & Mendez-Morse, 2002). In any event, implementation involves the process of moving from decision to operation. Van Meter & Van Horn (1975:445) perceived policy implementation as for those actions by the public or private individuals (or groups) that are directed at the achievement of objectives set forth in prior policy decisions. In view of this, policy implementation entails carrying out, fulfilling, producing and completing a policy. In other words, it involves 3 key elements which can be broadly categorised as

organisation, interpretation and application. Therefore, policy implementation becomes the fourth stage in the cycle of a policy in which adopted policies are put into effect (O'Toole Jr., 2000:263).

2.5 Different approaches to policy implementation

Traditionally, policy processes are viewed as distinctive stages because of this policy analysts had a tendency of bypassing the impact of bureaucracy and service providers on the effectiveness of the policy (Parsons, 1995). He argues that a policy was judged in terms of 'the decision- makers rather than the street-level implementation and the fine- sounding ideas from national and local leaders' (Parsons, 2004:43). He is of the notion that bureaucrats are not just neutral civil servants, but also have ideas, values, beliefs, and interests which they also use to shape the policy. So in order to study how policies can induce change or how to change, scholars of policy implementation have different approaches to policy implementation.

Parsons (1995) outlined the development of major policy approaches over the last decades such as the analysis of failure and models and theories (Derthic, 1972; Pressman & Wildavsky, 1973; Bardach, 1977). Models include the rational (top-down) and bottom-up of which the top-down models are there to identify factors which affect successful policy implementation (Van Meter & Van Horn, 1975:445; Gunn, 1978:169; Sabatier & Mazmanian, 1979:481). Bottom-up models critique the top down model in terms of the importance of other actors and other organisational interactions (Lipsky, 1971:391); Elmore, 1978:185, Hjern *et al.*, 1978:378). In addition to the models, the hybrid theories are there to aid in policy implementation as evolution (Majone & Wildavsk, 1978:103) as learning (Browne & Wildavsky, 1984); are part of policy sub – system (Sabatier, 1986; Parsons, 1995). Nevertheless, it is important to note that policy implementation does not follow or fit any individual approach. These models are very good heuristic tools used for studying policy implementation.

All the same in the above section some of these approaches have been discussed in brief it is the third one (Lipsky, 1971:391) that this study hinges on. With time and learning some proponents of the top-down approaches changed their position. For instance, Pressman & Wildavsky (1973) writings in the 1980s are slightly different from those of the 1970s. Although he was a proponent of the top-down approach in the 1980s he perceived implementation as evolution. Parsons (1995) points out that in the study of institutional innovation in implementing special education reform, it was discovered how the top-down was not effective in practice although it is convincing in theory.

Hupe and Hill (2007:279) pointed out that the implementation of the policy depended on changing the attitudes and the practices of micro-implementers. Therefore the implementation of the LO curriculum by the teachers depend on the practices and attitudes of LO teachers. It is because of this background that the researcher decided to choose the following as the model to guide the study Curriculum implementation throughout the province. The Chief Directorate has developed a series of Policy Curriculum Guidelines (PCGs) frameworks within which all Curriculum and assessment personnel at Head office and /Districts operate (PCG, 2007).

This guideline document is intended to formalise the procedures and expectations of teachers, Heads of Department and Curriculum Advisors of phase and Learning Areas, subjects, and fields during District, school and classroom observation, monitoring and support visits (Anon, 2014). It also emphasises the developmental and support nature of District school and classroom visit (PCG, 2007). In this document it has been stated that curriculum transformation in South Africa has prompted the need for constant monitoring and evaluation so as to inform the methods and strategies and levels of support to districts and schools by relevant officials. PGC (2007) is intended to:

- Facilitate the provision of support to teachers and assist them to implement curriculum effectively.
- Ensure on-going curriculum planning, development, implementation, monitoring and evaluation

- Mediate and facilitate Phase and learning Area/Subject curriculum policies at Provincial, District and School levels
- Provide an interface between the National Department of Education and the Province as well as between the Province and the Districts.
- Assist in determining the level of compliance of the National Curriculum Statement (NCS) at District and School level.
- Review the impact of curriculum implementation according to Provincial and National policies.
- Ensure remediation so that the quality of teaching and learning can be improved.

2.5.1 The top-down rational approach

This was the first model on the scene that posits that democratically elected officials make unambiguous policy choices (Parson, 1995). The top-down approach is the hierarchical execution of centrally defined policy intentions. It is a well-known model in the policy analysis arena which is based on the assumption that a small elite group is responsible for policy decisions and that this group governs an ill-informed public (Anderson & Betz, 2001:98; Dye, 1987). The policies are handed over to a structured agency here instructions are formulated at the top of the pyramid and passed down the chain of command to the line personnel who carry them out without discretion (Fox, 1987:128). The exponents of this model argue that effective implementation requires a good chain of command. The chain of command has to be capable of assembling and controlling resources and the system has to be able to communicate effectively and control those individuals and organisations. It is involved in the performance of the task (Parson, 1995). The prominence in the model is controlling resources, individuals and organisations.

There are five conditions that are listed for perfect implementation in a top-down approach as follows:

- That ideal implementation is a product of a unitary 'army'-like organisation, with clear lines of authority.
- That norms will be enforced and objectives given.
- That the people would do what they are told and asked.
- That there should be perfect communication in between units of organisation.
- That there will be no pressure of time.

2.5.2 The bottom up-model

Bottom-up perspectives (Lipsky, 1980; Elmore, 1980; Barrett & Fudge, 1981; Hanf, 1982; Hjern & Hull, 1982:105), see policy implementation in a much more dynamic and interactive process. In their view, policy formulation and policy implementation are not strictly separated. They noted that control over people is not the way forward for effective implementation. Instead of regarding human beings as chains in line of command – or cogs in a machine, policy formulators should realize that policy is best implemented by what Elmore (1980) termed as “backward mapping” of policies. It involves defining success in human or behavioural terms and not in the completion of a policy hypothesis”. In the policy implementation, the important factor in the street level is the extent to which organizations delegate decision making authority to the frontline. Street - level bureaucrats have a more individual value based on the role they have in policy making.

However, street-level bureaucrats are important actors in the implementation process and the attitude they have towards the policy. Nevertheless, bureaucrats own preferences are to cope with the capacity, and the perceived capacity/ workload is the most important factor in the policy. Coping is also affected by bureaucrat's policy preferences in terms of their attitudes towards the policy target group and how effective they perceive the available policy - instruments to be. The vision of the public policy in

practice is often a distorted and the policy-making process becomes turned upside down.

To understand why and how these organizations perform contrary to their own rules and goals, we need to know how the rules are experienced by workers in the organization, what attitude workers have in acting on their preferences, and what other pressures they experience.

2.6 Education system

According to the DoE, the Chief Directorate constitutes the core business of the Department that is teaching, learning and assessment in order to ensure the effective and efficient implementation and delivery of Curriculum and assessment services in the province. It has put in place systems, structures, policies and procedures to carry out its mandate. The management systems of the Chief Directorate are operationalized through the following structures: the Executive Committee (EXCO), which consist of the Senior management at the Provincial Head Office, the Management Committee (MANCOM), Senior and Middle management at Head office, the (Provincial Curriculum co-ordinating Committee (PLCC) together with MANCOM, includes Education the 23 District Curriculum Chief Education Specialists and provides an oversight function in respect of Curriculum implementation throughout the province. The Chief Directorate has developed a series of Policy Curriculum Guidelines (PCGs) frameworks within which all Curriculum and assessment personnel at Head office and Districts operate (Republic of South Africa, 1996).

2.7 Life Orientation in the curriculum

Life Orientation is the study of the self in relation to others and to society. It applies a holistic approach. It is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners, and the way in which these dimensions are interrelated and expressed in life (DoE, 2003). It is a new learning

area that was introduced as part of curriculum transformation in South Africa, and is intended to equip learners with the knowledge, skills, values and attitudes for successful living and learning. It guides and prepares learners for life and its possibilities in a rapidly changing and transforming incomplete. In light of the above paragraph where the nature of LO is being indicated of being holistic and distinctive as a subject, the five topics that are considered to be equal important and function independently have been included in its development and they are as follow:

- a) Development of the self in society
- b) Social and environmental responsibility
- c) Constitutional rights and responsibility
- d) Physical Education
- e) World of work

These topics of Life Orientation in Grades 7, 8 and 9 relate to those in the Foundation and Intermediate Phases and Grades 10, 11 and 12 of the FET Phase. The Grades 7, 8 and 9 Life Orientation curriculums focuses on similar areas of skills, knowledge and values and prepares learners to continue with this subject in Grade10, 11 and 12. The content taught in lower grades serves as the foundation for the content to be taught in higher grades. The focus of Life Orientation is the development of self-in-society. It promotes self-motivation and teaches learners how to apply goal-setting, problem-solving and decision-making strategies.

These serve to facilitate individual growth as part of an effort to create a democratic society, a productive economy and an improved quality of life. Learners are guided to make informed choices regarding personal and environmental health, future careers and study opportunities. Life Orientation encourages a teaching and learning environment that recognises that people are diverse and have different strengths and weaknesses. The subject embraces inclusive education by providing opportunities, alternative methods of instruction and flexible assessment for learners who experience barriers to learning and participation (DoE, 2003).

The introduction of Life Orientation contributes to signifying a new era in South African education outcomes based education (OBE), Curriculum 2005 (C2005), National Curriculum Statement (NCS), Revised National Curriculum Statement (RNCS) and Curriculum and Assessment Policy (CAPS) are defined and measured through the learning areas that embody the changes brought about by a democratic South Africa. It is one of the visionary learning areas exemplifying the break with the past and epitomizing the vision of education in South Africa for the future. Life Orientation is one of the eight learning areas in C2005, NSC, RNCS and CAPS (current Curriculum). Learners are enabled to develop their constitutional rights and responsibilities. Physical education is promoted as a core aspect of learners' healthy growth. Life Orientation aims to empower learners to use their talents to achieve their full physical, intellectual, personal, emotional and social potential (Department of Education 2002b). Learners develop the ability to make informed decisions about further study and career path, while they develop a constructive orientation to study and work (Department of Education 2002b).

Life Orientation is concerned with developing this common humanity, this ontology of being African, in learners. Words like morality, values, beliefs and attitudes appear frequently in the vocabulary of LO as part of its psychological and epistemological domain. Values are continuously referred to in health promotion, life skills education, physical education, citizenship education, environmental education, religion education and generally in LO, be it from a health perspective, civic stance or a life skills approach (Department of Education, 2002a; 2002b). Life Orientation is a value – laden learning area and its curriculum expressly revolves around learners achieving outcomes, which are identified and assessed through the acquisition and demonstration of knowledge, skills, attitudes and values (Department of Education, 2002b). Learners should be helped to stretch their mental capacity to moral judgement in the atmosphere that supplies constructive thinking.

2.8 LO teachers as role players in curriculum change

Teaching is by nature, an onerous task, with teachers daily experiencing an almost overwhelming "classroom press" for immediacy, multidimensionality, simultaneity, and personal involvement with learners. If LO was meant to guide and prepare all learners for life and its possibilities, then teachers should be equipped and prepared to deliver the subject competently and confidently (Onwu and Stoffels, 2005). Role players were asked to be aware of the importance of a holistic approach to all learners so that they could be equipped for a meaningful and successful living in a rapidly changing and transforming society" (DoE, 2003).

The Life Orientation teacher should be able to recognize a number of children's difficulties in order to assist them effectively. Children's difficulties include academic under-achievement, cognitive deficits, learning disabilities, behavioural problems, and signs of child abuse (Kohler *et al.*, 1995:10). Children are fighting to establish themselves as autonomous confident and competent human beings and they therefore need someone to be passionate about what they are going through, they further explained that children are working through a number of developmental transitions related to achieving physical, cognitive, emotional and moral maturity. They are dealing with family stressors, peer pressure and career decisions therefore the ability for a teacher to recognize those signs will be beneficial to a learner.

The skill of an educator to assist and support learners during their years of attending school plays a pivotal role in their personal journey of discovery (Adediwura & Tayo, 2007:165). Some learners require intensive support to be able to develop to their full potential. These learners with learning barriers may not need academic attention, but they may be anxious, depressed and dependent on the teacher. They may also fear stigmatization, negative reaction and discrimination. It is the task of the educator to help these learners to socialize successfully, to cope with their disabilities, to lead independent lives and optimally actualize their abilities (Krueger & Casey, 2000).

Teachers need to arm these learners with necessary knowledge and skills needed in inclusive education.

According to Mayet (1997), fundamental policy changes in the curriculum could not be put into a practice without the support of the teachers. He argued that teachers who were expected to implement the curriculum could play a critical role in improving the quality of education and training. Successful transformation of education and training depends on the professional development of the teachers. Teachers have a particularly role to play in the transformation of education in South Africa. RNCS (DoE, 2002b) envisaged, teachers as “qualified, competent, dedicated and caring”. They were seen as able to fulfil the various roles outlined in the norms and standards for educators (DoE, 2002a). One of these roles was described as that of a learning area specialist. In this study the researcher is of the notion that practical competence could only be achieved through teaching experience in the field. Teachers, who are confident of their knowledge of the life orientation content, would be able to adapt the learning material to the group of learners that they would be working with. Also they would know how to select sequence and pace the content for the learners and to be able to apply the most suitable methodology appropriate to the learners and the contexts. However, if the teacher is expected to display competency, dedication and care, and be qualified to fulfil this role, exceptional training and development of teachers would be necessary to ensure that these competencies are developed.

2.9 Role of DoE in Place

2.9.1 Street-level bureaucrats

Hupe and Hill (2007:279) in *Implementing Public Policy, Governance in Theory and in Practice* defined street – level bureaucrats as those public officials who are interacting directly with citizens in implementing the public policies while having some discretion in performing their jobs. However, sharing these characteristics of interacting with citizens and discretionary job – functions makes these types of public sector employees to be

normally regarded as so different that they have nothing in common. Moreover, public employees do not only share their job definition but also experience similarities in their work situations and show similar patterns of behaviours in responding to these conditions. As a result, a typical response to the conflict they experience is to employ a number of conscious or subconscious coping strategies. It was further stated that street-level bureaucrats as people employed in a wide variety of occupations to dispense human services, primarily through face to face contact with clients. Street-level bureaucrats have enormous discretion in determining client's eligibility. They also have considerable autonomy from their management. The enduring problem confronting human services agencies (the Department of Education included) is that of controlling street-level bureaucrat's discretion." Bureaucracy" implies a set of rules and structures of authority; "street-level" implies a distance from the centre where authority presumably resides (Zuurmond, 1998).

Additionally, Lipsky (1980) argued that street -level work is deeply conflicted, confronting its practitioners with, as he put it, "the dilemmas of the individual in public services". These insights provided a foundation for a theory of street-level bureaucracy. In such a case if one could identify what made street-level organizations tick, it seemed to follow that one could do a better job of managing them and in the process builds the capacity of the state to deliver on its policy promises. Although street-level bureaucracy experience enormous workload and experience a gulf between demanded resources they are able to apply various coping mechanisms which decrease clients' demand for services, ration services, routinize work by classifying clients in rough standard categories and using rules of thumb for processing these categories (Zuurmond, 1998). However these coping mechanisms tend to distort the implementation of the policy. The argument advanced here is that, street-level bureaucrats occupy a position of political significance, not only because they operate as interpreters of public policy, but also because they operate as the interface between government and individual. Although what they do matters most directly for policy delivery, it also has importance for the relationship between citizens and the state.

In the light of the above argument, what is lacking is the consideration of the pivotal role of teachers in the implementation of LO curriculum for the actualisation of the goals stated in the policy. As this subject was introduced in the epitome of changes and which is expected for LO teachers to present South Africa with the opportunity of providing a meaningful contribution to its youth and mainly as a partial solution to various social problems that the youth is faced with. In summary, the researcher argues that what you see in terms of formal policy may not be what you get in terms of policy as produced; this is because as of now, even though teachers are doing their level best, there is still lack of opportunities for South African youths out there. However, these circumstances make the individual members of the organisation both vertically and horizontally embedded. Allington and Cunningham (1999) and Hudson (1989) stressed that most of the exchanges between organizations are likely to be in the interest of the organizations involved. Implicit in the street-level bureaucracy perspective is the fact that, given their direct interaction with citizens street-level bureaucrats are very often not just working in organizations but are essentially local boundaries (Hupe and Hill, 2007:279). They do their work in a micro-network or 'web' relations.

2.9.2 The role of street level bureaucrats when implementing a policy programme

In order to fine tune a policy or uphold good practices that promote better attainment of those intended goals of the policy, it is imperative that a study be carried out to inform the decisions of the policy makers. Street-level bureaucrat's own attitudes and policy preferences have important consequences for their behaviours (Zuurman, 1998). One important way in which street-level bureaucrats experience their work is in their struggle to make it more consistent with their strong commitment to public service and the high expectations they have for their chosen careers. People often enter public employment with a commitment to serving the community. Teachers seek out these occupations because they offer socially useful roles yet the nature of the policies being developed for them to implement in the prescribed curriculum specifically in LO hinders them these opportunities. As a result LO struggles to achieve its potential specifically pertaining to learners. Bell *et al.* (2006) indicated that in cases where implementers do not favour the

policy programme, the outcome is that programmes do not go as planned. This is also apparent in cases where implementers have not been involved in the process of formulation of policy or programmes.

Regardless of the many studies carried out on Life Orientation, there seems to be no consensus among scholars, education policy makers and parents on a multiplicity of issues as evidenced by debates on this educational policy (Schlafly, 1993; Blust, 1995). Teachers should respond to the needs of the individual child; in practice, they must develop techniques to manage a classroom of children. Life Orientation teachers who play a vital role in the implementation of educational policy reform, have a lot of discretion which they exercise and they create a policy which may not resemble the written Life Orientation in the curriculums. They are compelled to do so by pressure of work and the lack of resources.

The causes of these debates originate from the failure of the policies to produce the desired results. Hence the focus of this study is to investigate the opinions of teachers on the implementation of LO curriculum in Cofimvaba District of Education schools. Past research point out that some policy dysfunctional dynamics are explained by workers' efforts to cope with psychological distress arising from their work (Walkup, 1997:37). The argument advanced here is that when LO curriculum was introduced in 1997 into South African education system, teachers (street-level bureaucrats) were simply encouraged to make a paradigm shift to question their assumptions and to adopt new ways of thinking about teaching and learning (Fleisch, 2002, Kraak and Young, 2001). As it can be seen from the previous paragraph, the top down policy was being practised. Such top down policy implementation has serious effects on implementation and impacts on policy as seen in the studies carried by Maynard-Moody and Musheno (2003) and Hupe and Hill 2007.

It remained vital, to assess how LO teachers perceive challenges that they face when implementing LO due to monitoring and support mechanisms provided by DoE. This model is relevant to the implementation of Life Orientation curriculum because it would

serve as a guide to assist teachers to determine the effectiveness of the programme and how to overcome the challenges they are faced with. Although street-level bureaucrats are normally regarded as low level employees, the actions of the most public service employees constitute the services delivered by government. When they are taken together, the individual decisions of these workers become, or add up to agency policy (Duemer and Mendez-Morse, 2002; Bell *et al.*, 2006). This implies that individual decisions for each teacher constitute the final national curriculum statement delivered by government. It was also observed that in street-level bureaucracy these low level workers have considerable discretion in determining the nature, amount, and quality of benefits provided the agencies. In the implementation of LO curriculum teachers are said to consider having discretion in the execution of their duties (Barnes, 2011). However, the implicit logic was this: if applied street-level analysis improved the performance of public agencies, better performance would bolster political support for government's social welfare functions and subsequently, lead to greater investment that could build government capacity to perform those functions. In this study this theory is grounded in observations of the collective behaviour of public service organizations and advances a theory of the work of street-level bureaucracies as individual workers experience it.

However, the decisions of LO teachers used when implementing the curriculum policy, the routines established, and the devices that were invented to cope with uncertainties and work pressure, effectively become the public policies that were carried out. This view further maintains that public policy is not best understood as made in legislature or top floor entourages of high – ranking administration. Much as these decision-making arenas are important in nature, but they do not represent the complete picture. This policy conflict is not only expressed as the contention of interest as LO teachers come to expect but it is also located in the struggles between individual workers and citizens who challenge or submit to client processing (Hill & Hupe, 2002). Bell *et al.*, (2006) focused on whether their opinions on the LO curriculum issues differ in relation to their level of teaching experience and education attained. These opinions have direct implications of street-level bureaucrats 'delivery of services' and this makes the study of

teacher's opinions worthy, and could inform the decisions of the policy makers in selecting appropriate ways of fine-tuning the policy for the benefit of the students.

Mayet (1997) argues that fundamental policy changes in the curriculum could not be put into practice without the support of the teachers as the main implementers of the curriculum. Lack of participation and involvement of teachers in decision making in curriculum and management related issues is also a challenge (Scott, 2005:1; McLennan & Thurlow, 2003).

As can be seen from the previous passage, lack of involvement of teachers in policy development resulted in their inability to implement education policies particularly at the lack of their input. Teachers have been excluded from the curriculum review process of 2001 and from the development of the whole school (Nxesi, 2001). This was also noted by the National Union of Educators. Past research (Adewumi, 2012) also indicates that difficulties in implementing the new curriculum could be a result of under resourced schools and inadequately trained teachers. This hinders the successful LO curriculum implementation as teachers have limited resources and work under pressure to finish the syllabus and to update their records. This is difficult to imagine that an educational policy can be implemented by teachers in such a fashion.

Another variation, important for modern analysis of street-level work, is the extent to which tasks are structured and regulated by the use of information and communication technologies (Zuurmond, 1998; Bottery, 2004; Bekkers & Homburg, 2005). Since the actual functions of these technologies in terms of standardizations are contested, the concrete consequences for discretion and anatomy will depend on the type of street-level bureaucracy and the category of functionaries working in them. Then the basic assumptions I can make is that office technology shifts discretion around rather than eliminates it to degree and in ways that depend on the type of organization (Bottery, 2004).

A view of policy is as determining front-line behaviour is insufficient for explaining what workers actually do, why and how their activities affect clients. Of course, teachers do

teach, caseworkers dispense public assistance, public defenders defend indigent clients, and doctors treat patients and their work activities are certainly responsive to public policy. But their activities are also certainly responsive to a number of other influences over which the policy maker and administrator may only have limited or no control. The pyramid shaped organization chart depicting at the bottom front -line worker as passively receiving and carrying out policies and procedures dispensed from above is gross overs amplification. A more realistic model would place the front –line worker in the centre of an irregularly shaped sphere with vectors of differing size directed inward.

However the discretion the street-level bureaucrats' use has its own effect which is often noted by (Palumo & Calista, 1990:3) that a certain amount of discretion can make it possible to adjust the general policy to the specific circumstances and needs of the clients. Furthermore, it was noted that, when street-level bureaucrats are given a certain amount of freedom in decision making process regarding how to implement a specific policies this will make them more willing to implement a specific policy program. Mahlo (2011) showed this while studying policy alteration, a new concept for understanding the identification problems of street-level bureaucrats with new policies. One mechanism underlying this relationship between discretion and willingness to implement seems to be that, a certain amount of discretion increases the meaningfulness for clients which in turn enhance their willingness to implement this policy (Hill & Hupe, 2002; Lipsky, 1980). This influence may be particularly pronounced in professionals whose expectations of discretion and autonomy contradict notions of bureaucracy (Panday, 2007).

It is also important to note that discretion is a relative concept accorded to street-level bureaucrats, since their work often demands a human dimension and self-direction (Zuurman, 1998). In other words, there are some situations where teachers need to exercise professional discretion in dealing with individual cases according to their merits.

Another concept important to the street-level bureaucracy theory and to this study is autonomy. Lipsky (1980) noted that the more analysts take for granted that the work of lower-level participants will more or less conform to what is expected of them. Real life experiences have shown that there is always a slippage between orders and carrying them out. Street-level bureaucrats in the implementation of LO curriculum might not do what is expected of them thus can have serious consequences for policy outcomes. This usually happens when workers do not share some objectives as their superiors and hence in some respects cannot be seen to be working toward stated departmental goals (Lipsky, 1980). If teachers are not in agreement with their DoE superiors on the goals and theory upon which LO curriculum is based then their commitment to the policy can be questionable. Under such circumstances, Lipsky (1980) concluded that 'discrepancies between policy declarations and actual policy will be expected and predictable' (Lipsky, 1980). However this theory does not put street-level bureaucrats on 'top' of the policy implementation process.

Street-level bureaucrats are unrestrained by rules, regulations and directives from above or by norms and practices of their occupational group' (Lipsky, 1980). The teachers in the implementation of the Life Orientation curriculums are constrained by norms and practices they learnt during their training. The South African Council of Educators and some orders from the DoE also put a limit on their discretion and autonomy. School managers are also bound by the same such rules. The interests and priorities of managers and street-level workers are rarely the same. Workers have an interest in minimising the danger and discomfort of their job and maximising income and gratification (Lipsky, 1980). On the other hand, the interests of the management are centred on productivity and effectiveness. This is quite peculiar to education policy implementation regarding the LO.

2.10 Why LO is being downgraded?

Life Orientation is not yet optimal as fledging subject within transitional phase in education. Its constituents are not yet integrated holistically. A comprehensive core of

specially trained Life Orientation teachers and the allocation of teachers to this subject is contrary to the aims and outcomes that are supposed to be achieved by this subject. The time allocated for this subject on schools' time tables which is far less compared to other subjects in the curriculum. Life Orientation equips learners to engage on personal, psychological, neurocognitive, motor, moral, spiritual, cultural, socio-economic, and constitutional levels, to respond to the demands of the world, to assume responsibilities, and to make the most of life's opportunities. Life Orientation promotes knowledge, skills, attitudes and values that prepare learners to respond effectively to the challenges that confront them as well as the challenges that they will have to deal with as adults, and to play a meaningful role on society and the economy. It focuses on the diversity of learners as human beings in their totality. The scope of the subject embraces the following features:

- **Personal Well –being**

According to this specific learning outcome, the learner will be able “to make informed decisions regarding personal, community and environmental health” (NDE, 2002). Health promotion refers to the fact that many social and personal problems are associated with lifestyle choices and high risk behaviours. Sound health practices, and an understanding of the relationship between health and environment, can improve the quality of life and well-being of learners. This learning outcome relates to issues dealing with nutrition, diseases including HIV and Aids and sexually transmitted infections (STIs), personal safety, violence, abuse and environment health. This aspect is central to fulfilling one's potential. It enables learners to engage effectively in inter-personal relationships, community life in society. This area focuses on self-concept, emotional literacy, social competency and skills.

- **Citizenship Education**

According to the Life Orientation learning area statement, this subject focuses on life skills development, emotional development, self-concept formation and self-

empowerment. This leads to a learning outcome of enabling learners “to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world” (NDE, 2002). Personal and individual needs have to be placed into a social context to encourage acceptance of diversity and to foster commitment to the values and principles espoused in the constitution. Discrimination on the basis of race, culture, religion gender, age, ability and language, as well as issues as xenophobia, are addressed.

- **Personal and Physical activity**

The Life Orientation learning area statement (NDE, 2002) emphasises that physical and motor development should be regarded as integral to the holistic development of learners. It makes a significant contribution to learners’ social, personal and emotional development. Play, movement, games and sport contribute to developing positive attitudes and values. Life Orientation thus also focuses on perceptual motor development, games and sport, physical growth and development, creation and play. The learning outcome that relates to the development of learners’ physical development aims to enable learners to “demonstrate an understanding of, and participate in, activities that promote movement and physical development” (NDE, 2002). Personal development is central to learning, and equips learners contribute effectively to community and society. Knowledge of healthy practices and nutrition, participation in games, sport, recreational and leisure time activities, and the understanding of the relationship between health, physical activities and the environment can improve the quality of life and well-being of all learners.

- **Careers and Career Choices**

Learners must make critical decisions regarding career fields and further study. In order to help learners to make these decisions, they will be exposed to study methods and skills pertaining to assessment processes, information about institutions of higher and

education, and preparation for job applications and interviews. Life Orientation prepares learners to realize their expectations by teaching them how and where to access additional and higher education, and preparing them to take their place in society. Learning outcomes have been written specifically for this purpose. It will provide learners with knowledge, skills, values and attitudes that will enable them to pursue different careers. This learning outcome deals with careers and career choices and is introduced in this particular phase (senior phase). This is because compulsory school attendance in South Africa is until the end of the year in which the child turns fourteen years of age or until the end of Grade nine, implying that some learners need to make decisions about future careers and career choices during their senior phase grades. These choices need to be guided by providing the necessary information required to make sound decisions with regard to their future and further study.

2.11 Philosophy of education

2.11.1 Philosophy of progressivism

Life Orientation being downgraded is bound on the philosophy of progressivism being one to support the value of LO as a subject in the curriculum. A philosophy of progressivism was established in America from mid-1920 through the mid-1950 and was first advocated by John Dewey. It focuses on the development of the whole child rather than on the content of the teacher. The emphasis is on the learner as a problem solver, thinker who makes meaning through his /her individual experience in the physical and cultural context. Curriculum statement should also be visited for more elaboration on the outcomes of LO. One of his tenets was that the school should improve the way of life of our citizens through experiencing freedom and democracy in schools where shared decision making, planning of teachers with students, student-selected topics are all aspects. He further cleared that books are tools rather than authority. So this is in line with the notion that LO as a subject was developed centrally to the holistic development of learners with its major role of equipping the learners with

skills ,knowledge ,attitudes and values (SKAV's) so that the learners would be able to face life's challenges in an informed and responsible.

2.11.2 LO In social reconstruction of learners

The causative factors that put so many of the country's children at risk are numerous. The decadence of a materialistic and secularized world where values and norms deteriorate increasingly and adults strive in a self – centred way to achieve material gain and personal gratification contribute to the problem (Wang et al., 1993:249). In South Africa society, economic circumstances, arising from over-population and unplanned urbanization, also contribute to unemployment and aggravated poverty, thus intensifying problems of rapid moral decline. Disintegrated families, single parenthood and child-headed families cause more stress and greater poverty in the society. As a result child abuse and neglect increase and worsen (Barbetta et al., 1993; Mashimbe, 2000; Kelly et al., 2001). Children never learn the value of discipline and self-discipline and they lack support towards achieving responsible adulthood. Because of this situation DoE has realized the scope and intensity of the problem and has endeavoured through the introduction of Outcomes-Based Education and in particular through the introduction of LO, which was introduced to make a difference in the lives of a new generation of learners. The development of LO programmes has brought educators and educational planners to the realization that the only hope of reaching children at risk lies in a holistic support system.

LO helps learners to develop beneficial social interactions, such as respecting other people's rights and values and promotes lifelong participation in recreation and physical activity. The constitution of the republic of South Africa forms the basis for social transformation in our post-apartheid society. The imperative to transform South African society by making use of various transformative tools stems from a need to address the legacy of apartheid in all areas of human activity and in particular. Social transformation in education is aimed at ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our

population. If social transformation is to be achieved, all South African have to be educationally affirmed through the recognition of their potential and the removal of artificial barriers to the attainment of qualifications (DoE, 2003). The vision of Life Orientation is to facilitate individual growth so as to contribute towards the creation of a democratic society, a productive economy and an improved quality of life in the community. Life Orientation plays a vital role in holistic development of learners so that they could be equipped for "meaningful and successful living in a rapidly changing and transforming society" (DoE, 2003). In the current South African multicultural context, teachers find themselves having to be of service to learners with a wide diversity of cultural, religious and ethnic backgrounds (Nqoloba, 2008; Novak, 2011; Riley, 2011:797).

The teacher can try to bring learners together by talking about different cultural activities. The prejudices held by people of different cultures can be addressed to give light to others. Teachers should guard against generalization since generalization lead to prejudices which affect the social development of a learner (Wentzel, 2001).

Life Orientation social transformation is aimed at addressing the imbalances and discrimination of the past and making provision for equal opportunities. Learning outcome 1, 2 and 4 of Life Orientation contribute to social transformation by giving recognition to all learner's potential and assisting them to live meaningful lives (DoE, 2007). Life Orientation teachers role is to provide abundant opportunities for adolescents to engage in social interactions since they are helped by this means to rid themselves of egocentrism and to learn that people with different opinions from their own may be right while they are wrong (Burger et al., 1996). Teachers need to assist learners move to a social-centric perspective so that they can become socially responsible. By so doing, learners will take responsibility of their own environment by reducing violence in the society. Life Orientation individual growth as its vision was used, as an effort to create a free democratic society, while promoting quality of life (DoE, 1997).

Learners would learn about their constitutional rights and their accompanying responsibilities. Sociologists who see reality as constructed (Berger & Luckmann, 1975:1) tend to point out that both an 'organization' and its boundaries are social constructions. This perspective recognizes the extent to which organizational boundaries may be permeable and changing, the organizations 'top and management structure may be multiple, and mixed forms may be apparent. Therefore, services may depend upon collaborative arrangements. Social cognitive theory assists in situating behaviour in realistic social practice, such as the development of social proficiency and resilient self-efficacy. A derivative of social cognitive theory is the concept of self-efficacy (Subban, 2005). The efficacy belief system is the foundation of human agency. Unless people believe they can produce desired effects by their actions they have little incentive to act or to persevere in the face of difficulties. Whatever other factors serve as motivators, they are rooted in the belief that one has the power to effect change by one's actions (Toddun, 2000; Theron & Dalzell, 2006:397).

Cognitive, motivational, emotional and choice processes are the efficacy beliefs that regulate human functioning (O'Toole Jr, 2000). Subban (2005) recaps four main ways to develop self-efficacy; mastery experiences, social modelling, social persuasion and individuals 'physical and emotional states to judge their capabilities. Self-efficacy is vital in the learning and maintaining of behaviours and in resisting social pressure to behave differently (O'Toole Jr, 2000:263).

Many problems learners face can be circumvented by an ability to resist peer pressure. (Kelly et al., 2001) programmes on substance abuse invariably include skills in resisting peer pressure. Kelly et al. (2001) makes extensive use of cognitive problem-solving skill dissemination in life skills interventions. Jensen (1995) view problem solving as a critical aspect of life skills education. As a competence-building model of primary prevention, cognitive problem solving attests that by teaching young learners interpersonal cognitive problem-solving skills, negative inhibited and impulsive behaviours can be prevented and reduced. In addition, there is not a one-to-one

relationship between risk factors and behavioural outcomes. Life skills programmes that teach social emotional skills have a beneficial effect on multiple behaviours.

2.11.3 Monitoring and Support Mechanisms

Fullan (1999) posits that support from the departments of education is often difficult to attain. Management means control and verification of the system in order to detect shortcomings and weaknesses. As it has been stated clearly in UNAIDS (2003) that, an information system is the basis of management, planning and evaluation of an education system where during the education management process, the information system should inform the different actors and partners on the state of the sector, its internal efficiency, its pedagogical and institutional operation, its performance, shortcomings and needs. Also most countries develop an education database using the results of school census and/or surveys that are carried out on an “intermittent basis. These data are published in bulky statistical yearbook, often raw, fragmented and without analysis. And yet, policy –makers and other actors in management and planning need easily understandable and interpretable data. Such information is particularly important for managing education activities at the local level and school. These should be supported by in-depth analysis on the functioning of the system that helps in policy formulation, planning of relevant actions, and in monitoring and evaluation of the latter.

The researcher presents the argument in the most problematic area that stated above where it is detailed that this data is being published in bulky statistical yearbook often raw, fragmented and without analysis. If that is the case where even the policy makers and other actors in management and planning need easily understandable and interpretable data how much more in the case of LO teachers who are expected to implement these policies of which there were not even included in policy formulation. It is in this regard that this study investigated the opinions of teachers on the implementation of LO curriculum in Cofimvaba District. In detecting shortcomings and weaknesses in education system by management I must emphasize that the indices that have been proposed by previous researchers around LO curriculum since the

transformation era in education system need an urgent consideration by the DoE for LO to occupy its rightful place that was designed for. This will not hinder the successful LO curriculum policy implementation. LO status will be retained for the benefit of the learners, society and the country at large.

A more informal structure where participants are included in the process of initiating learning, where creativity is enhanced through risk-taking and the emphasis is shifted from ownership to partnership will motivate learners to be actively involved in the personal development programme and will create a positive learning environment (Makhoba, 1999). The importance of acknowledging learners 'existing expertise and accomplishments cannot be overemphasised (Onwu and Stoffels, 2005). Management further entails the organisation of the programme, and includes acquiring the services of experts on specific developmental needs, the necessary facilities for the implementation. A personnel development programme is managed by co-ordinating all phases of the educational process. Organisational and operational functions should be co-ordinated to enhance the effective functioning of the programme (Frey, 2011). Abruzzese (1992) suggests that aspects regarding the individual learner's individual experience be included in process assessment to determine if the principles of adult education have been used and if problems were experienced in the physical execution of the programme.

These aspects include:

- Availability and helpfulness of personnel development staff
- Clarity and reality of the programme's goals and objectives
- Usefulness of programme content
- Effectiveness of teaching and learning methodologies
- Access to and availability of physical facilities such as libraries and computers
- Administration of the programme

2.11.4 Challenges that LO teachers experience

As LO is a new subject, teachers are challenged to change their preconception about LO, revisit their values and attitudes, and adjust and introduce the teaching practices. Throughout the past years, too much focus has been given to practical aspects related to implementation of the new school curriculum in South Africa, such as dispersal of learning and teaching materials, training of teachers and strategies. Teachers' thoughts gave rise to the focus of this research, namely determining their perspectives regarding the implementation of LO curriculum. That is supported by Fullan (1991), who believes that educational change "depends on what teachers do and think". In curriculum planning and change, teachers have been excluded although they were with old encroached views about life, since the apartheid era. Teachers are primarily human beings, and human behaviour is not predictable or controllable. Fullan's statement furthermore highlights two aspects, that is teachers' actions (what they 'do') and their opinions (what they 'think'). Hill and Hupe (2002) and Friesner (2013) viewed that, the more we understand ourselves and can articulate reasons why we are what we are, do what we do, and are headed where we are chosen, the more meaningful our curriculum will be.

Life Orientation notwithstanding its capacity to make a beneficial contribution to the education of learners appears to be best by problems and complexities. This may be normative as part of the transitional period that characterises curriculum change. However the initial indications of the difficulties in implementation of this learning area may be more of a serious and permanent nature. Lack of the teacher's relevant knowledge, experience and the poor support, schools insufficient teaching and learning material, the almost non-existent facilities and equipment available and the large class sizes all contribute to implementation difficulties of LO. The prescribed time allocation for LO to all the grade which is less than the other subjects is also a challenge. It is because of this situation that the study investigated the opinions of teachers about the implementation of LO curriculum as their role is to provide abundant opportunities.

There are 3 distinctive tools that constitute the essence a generic school/school management team of observation, monitoring and support programmes. These are as follows:

1. District monitoring and support tools
2. A generic school/school management team
3. Classroom monitoring and support tools

In this case, Curriculum transformation in South Africa has prompted the need for constant monitoring and evaluation so as to inform the methods and strategies and levels of support to districts and schools by relevant officials (PCG, 2007). Teachers need to be empowered sufficiently and effectively to implement the subject in GET band in order to avoid repeating the problems experienced during the implementation of C2005 (DoE, 1997). The DoE realised that a number of critical factors had to be considered in integrating the programmes into the school curriculum. School in South Africa differ from one another in many respects, e.g., there are differences in professional backgrounds and educational levels of teachers in rural, township and urban areas (Rogan & Grayson, 2003). Furthermore the socio-economic circumstances, cultural background and differences of learners in the school system present many challenges for both curriculum developers and the schools that have to implement the programmes (Diemont, 2007). The general moral decline and licentious climate of the post-modern South African society also presents an impending factor in the internalisation of the racial, ethnic, and cultural complexity of the South Africa classrooms as well as the challenges of rural and urban poverty (Mashimbiye, 2000; Jacobs, 2011:2) are also problems to be considered in this quest for meaningful change and social cohesion.

2.11.5 Teacher's opinions on implementation of LO

Extensive research completed by researchers, from South Africa and countries such as the United States, United Kingdom, and Europe, highlighted the need for orientation

programmes that prepare learners, adequately for the complex and dynamic life in the 21st century. These should include religious programmes, socialising programmes, self-development programmes and life and survival skills training (DoE 1992; National Educational Policy Investigation, 1993; Le Roux, 1994; DoE, 1995; Eggen & Kauchak, 1997; Engelbrecht, 1998, Pretorius, 1998; Republic of South Africa, 2000). This has prompted an overview of the scope and requirements of an effective support system for successful implementation of LO programmes. The teachers have to be adequately trained in understanding the content, aims, outcomes and didactic methods of the LO programmes.

Fullan (1991) stresses the importance of the teacher as the central change agent, as the one who is primarily responsible for the successful implementation of a new curriculum. Teachers, as practitioners of the curriculum, can be regarded as the nexus to curriculum implementation. They have the responsibility to bring to life the curriculum in their classrooms. In this regard, the teachers' attitudes should be acknowledged as having an important impact on their modes of delivery and the ultimate success of the implementation. In essence, South African teachers need to undergo changes in behaviour and beliefs to be able to implement the new school curriculum, and in particular the LO successfully, since this subject ultimately focuses on the self in the (new) South African society. In the context of this study, this implies that teachers' perspectives of the LO as a subject will ultimately affect the way they implement this new subject. Duemer and Mendez-Morse (2007) identified additional factors impeding the successful implementation of the new curriculum. In this regard they argue that the initial construction and design of the new curriculum was restricted by the availability of financial and human resources. Consequently, the training and development of teachers was compromised by the quantity and quality of the trainers and trainings they provided. Availability of suitable learning support materials were undermined by the DoE. Duemer and Mendez-Morse (2007) thus concluded that there was great uncertainty among teachers with regard to the correct implementation of Curriculum 2005, NSC, and RNCS & CAPS.

In short implementation of the curriculum at school level was riddled with uncertainties, ineffective classroom management and a general lack of academic performance by learners, mainly as a result of lack of adequate support for teachers in the classroom. Fullan's views are supported by results of research conducted by Hargreaves, 1994; Fullan (1991), who also stress the complexity of curriculum change. Drawing on a review of curriculum change in United Kingdom in 1972, these researchers concluded that, despite the high levels of available resources and numerous innovations, little significant change had resulted. Furthermore, they found that the so-called 'users' of the innovations, namely the teachers, parents, and learners had a limited role to play in the change process. They were merely regarded as passive recipients. Subsequently, their values and beliefs were not recognised. Change thus also has implications for amendments to roles and role relationships. According to Hargreaves (1998) the following are the aspects that obstruct and complicate educational change:

- The reason for the change is poorly conceptualised.
- The change happens too fast for people to cope with.
- The change is too broad and ambitious.
- The change is poorly resourced.
- The change is pursued in isolation.
- Because there is no long term commitment to the change, the leaders are ineffectual.

These aspects are extremely important when one considers curriculum change, such is currently the case in South Africa, because as Hargreaves (1998) pointed out, good teaching" is charged with" positive emotions. Emotions are as at the heart of teaching and accordingly classify teaching as a 'passionate' vocation. Fullan (1991) also stresses the importance of attending to the emotional aspects related to change, warning that this dimension of educational change deserves increased attention. Emotions are dynamic parts of every individual and teaching is no exception. One can conclude that if teachers are not positive about the expected changes, they will not be eager and committed to implement these changes.

Handy (1994) raises another aspect related to the complexity and multi-dimensional nature of educational change. His views are particularly relevant to the South African context, where the process of educational change is serving a political purpose in that it serves as a powerful distributor of life chances. During the apartheid years, education has served to favour some groups and their interests over others. Therefore the aim of the CAPS as the current curriculum being implemented is to rectify imbalances of the past. Nonetheless, we cannot assume that all the role players in education necessarily support these changes. Some negative attitudes, which may also be political in nature, can thus obstruct the successful implementation of the curriculum. It is in this background that this study investigated the opinions of teachers on the implementation of LO curriculum in Cofimvaba District.

2.12 Summary

This chapter laid out the theoretical framework of the study which centres on street-level bureaucracy and teachers as street-level bureaucrats. The chapter examined different coping mechanisms employed by street-level bureaucrats in their day-to-day work. It also discussed different strategies employed by managers to cope with street-level bureaucrats. Performance measurement and other routine supervision are used to control the street-level bureaucrats. The role of LO teachers as street-level bureaucrats during policy implementation, also the challenges they encounter. The challenges that LO teachers experienced during curriculum change also their opinions towards implementation process and the support they get from the DoE. The methodology followed in the study is outlined in the next chapter 3.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate the opinions of teachers on the implementation of LO curriculum in Cofimvaba District of Education. This chapter focuses on the research paradigm, approaches, research design, sample and sampling techniques, data collection instruments, data analysis, measures to ensure trustworthiness, and ethical considerations. The researcher explains all the research methods used in this study and justifies the choices followed as Mouton (1996) and Stevens (2001) says, traditions or approaches use different methods of collecting data, but no approach prescribes nor automatically rejects any particular method.

3.2 Research paradigm of the study

This study is located in the interpretive paradigm and this is because the research questions are interpretative in nature. This paradigm is characterized by a concern with the understanding and experiences of individuals, and with meaning. In this regard the subjective world of human experience as central venture will be understood. Also to provide relevant information in terms of subjective reasons and meanings that lies behind social activities (Yin, 2003). Interpretive paradigm is concerned with human actions rather than human behaviour. Van Rensburg (1986) and Frey (2011) argues that interpretivists reflect an interest in meaning making within this or that specific context rather than in arriving at law-like generalisations. He further states that the advantage of this paradigm is that, it can be used as a lens when investigating individuals or small groups in naturalistic settings. Therefore it was suitable for this study as the researcher was able to collect information about the opinions of teachers on the implementation of LO curriculum in Cofimvaba District, rural schools found in the Eastern Cape Province 80 km away from Queenstown. There were selected schools

from the GET band and this helped the researcher to get inside the teachers head and to understand issues from within. As Miles and Huberman (1994) revealed that researchers in the interpretive tradition came to realize that the social realm is different from that of the natural sciences and cannot be investigated in the same way. Pring (2000) clarifies that “we need to know their intentions and their motives”. With regard to this research method, the researcher talks of “ subjective meanings” of those whom they are researching, that is, the different understanding and interpretations which the participants bring with them to the situation”.

De Vos *et al.* (2005) reveal that it is important that all scientific research be conducted within a paradigm or a way of viewing one’s research material. The interpretivist paradigm sees the world as constructed, interpreted and experienced by people in their interaction with each other and with social systems (Ullin *et al.*, 2005). According to Creswell (2003) an interpretivist researcher tends to rely on’ the participants’ views of the situation being studied and recognizes the impact of the research of their own background and experiences. The fundamental assumption of interpretivist is that the whole needs to be examined in order to understand a phenomenon. It also proposes that there are multiple realities, not single realities of phenomenon and these realities can differ across time and place (Odden and Marsh, 1989:41).

3.3 Research approach

The study adopted qualitative methodology because this approach looks at how and why things transpire. According to Creswell (2003) qualitative research explores and understands a central phenomenon which is the concept or process explored in a qualitative research study. It is concerned with understanding the processes and social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the “why” questions of research (Maree *et al.*, 2007). Qualitative inquiry employs different knowledge claims, strategies of inquiry, and methods of data collection and analysis (Creswell, 2003). Qualitative researchers often study human action from the perspective of social actors themselves (Prozesky &

Mouton, 2005). Thus, in this particular research, the researcher gathered qualitative information from the teachers themselves in the school setting. This approach was adopted because the sample size was small and was purposefully selected from those individuals who have the most experience with the studied phenomenon (Patton, 2002). According to De Vos *et al.* (2005) qualitative researchers seek for deeper understanding and he also notes that qualitative methodologies are especially powerful tools for enhancing understanding of teaching and learning. Moreover, qualitative inquiry uses a naturalistic approach that attempts to understand phenomena in context- specific settings.

3.4 Research design

Research design is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the gathering techniques to be used and the data analysis to be done (Maree *et al.*, 2007). The researcher adopted a case study design because it facilitates an intensive investigation of a single individual case study, community studies, social studies, studies of organizations and institutions, studies of events, roles and relationships and studies of countries and nations (Babbie & Mouton, 2001).

3.4.1 Case study

A case study is regarded as a building block for data collection frequently associated with qualitative research (Burton, 2000). Cohen *et al.* (2007) and Creswell (2003) believe that a case study design is an in-depth, intensive enquiry reflecting a rich and lively reality and exploration of a bounded system. The researcher used a case study because it allowed the researcher to gather as much data as possible for greater in-depth and more insight into the real dynamics of people's opinions. In addition, a case study uses a number of instruments of data collection such as observation and interviews which allow the researcher to study the respondents in their natural settings.

3.5 Population

Population is the theoretically specific aggregation of the study elements and is from which a sample is actually selected (Babbie & Mouton, 2001). According to Strydom and De Vos (1988:198) population refers to individual in the universe that possesses certain characteristics. Mouton and Marais (1990) defined population as “a set of entities for which all measurements of interest to the practitioner or researcher are represented. The entities may be people, or things, such as all the research books housed in specific library”. The population of this study was 272 schools in the Cofimvaba district and 2366 teachers in the district. A population is a full set of cases from which a sample is taken (Marshall and Rossman, 1999).

3.6 Sample and sampling techniques

The sampling strategy for this study was purposive sampling. Sampling refers to the process used to select a portion of the population for study. Merriam (1988) postulates that the number of participants in a sample depend on questions being asked, data being collected, the analysis in progress and the resources available to support the study. According to Yin (2004) sampling has to do with representation of individuals and subsets making up the population. The sample was composed of 30 teachers, six teachers per school.

3.6.1 Purposive sampling

Purposive sampling is a non-random sampling technique in which the researcher solicits persons with specific characteristics to participate in a research study. Its ability to generalize from a sample to a population on the basis of a single research is as limited as any non-random sampling (Johnson and Christensen, 2002). It is also based entirely on the judgment of the researcher regarding the characteristics of the representative sample (Strydom and De Vos, 1988:198; Dolores and Tongco,

2007:147). The current study therefore selected this type of sampling because the researcher wanted to understand better the problem being investigated.

For the purpose of this study the researcher used purposive sampling whereby 15 teachers were selected from 5 primary schools of the GET Band. These teachers were purposely selected based on their experience in terms teaching LO in the GET band from different schools of Cofimvaba Education District. These schools were selected in order to investigate the opinions of teachers on the policy implementation of LO Curriculum and because of some defining characteristics that make them the holders of the data needed for the study. Each teacher was approached individually (one-on-one interview). Sampling decisions were made for the explicit purpose of obtaining the richest possible source of information to answer the research question.

3.7 Negotiating entry

Bell *et al.* (2006) is of the view that no researcher can demand access to an institution, an organization or to materials. Permission to carry out an investigation must always be sought at an early stage. They further suggest the following principles for negotiating access to institutions:

- clear official channels by formally requesting permission to carry out your investigation;
- speak to the people who will be asked to co-operate;
- maintain strict ethical standards at all times;
- submit the project outline to the superiors;
- decide what is meant by anonymity and confidentiality;
- inform participants what is to be done with the information they provide;
- prepare an outline of intentions and conditions under which the study will be carried out; and

- be honest about the purpose of the study and about the conditions of the research.

The researcher visited the District Manager who is in charge of the selected schools to give a brief description on the intent of the study, and to gain permission to conduct the study as required by the study. The researcher also asked for permission to conduct the study in the Cofimvaba Education District and the five schools included in the study.

3.8 Data Collection instruments

3.8.1 Interviews

The interviews are a widely used tool to access people's experiences and their inner opinions, attitudes and feelings of reality (Fontana & Frey, 2005:695). The basic interview is one of the most frequently used methods of data collection within the qualitative approach. Tellis (1997:1) believed that one of the advantages of an interview is that "it gives voice to the powerless and voiceless" as it is a flexible tool that permits the interviewer to use open-ended questions. This allowed the researcher to probe and also clarify responses which are not clear and the respondents freely expressed their views.

The researcher used face-to-face interviews for 15 teachers, 3 teachers per school and that has enabled the researcher to read facial expressions from the respondents and that also gave the researcher a chance to probe for more information on issues concerning teacher participation in curriculum implementation. Face-to-face interviews have long been the dominant interview technique in the field of qualitative research. In the last two decades, telephone interviewing became more and more common. Due to the explosive growth of new communication forms, such as computer mediated communication (for example e-mail and chat boxes), other interview techniques can be introduced and used within the field of qualitative research (Opdenakker, 2006).The

researcher used face-to-face interviews with the respondents in an attempt to gather the information.

3.9 Credibility and Trustworthiness

Lincoln and Guba (1985) developed the notion of trustworthiness as a key principle in qualitative research. Babbie and Mouton (2001) also concur that the key criterion or principle of good qualitative research is found in the notion of trustworthiness, neutrality of its findings or decisions. A qualitative study cannot be called transferable unless it is dependable. Trustworthiness entails credibility, and transferability, which is the extent to which the findings can be transferred to other context (Bassey, 1999). Trustworthiness of the study is established when findings reflect as closely as possible the meanings as described by the participants (Creswell, 2003).

Credibility refers to that which can be seen and believed. The researcher kept notes on research decisions made, coded data, and used member checking to verify and validate findings (Maree *et al.*, 2007). According to Babbie & Mouton, (2001); Winter, (2000:3) credibility can be achieved through the following procedures:

- prolonged engagement with the data sources,
- persistent observation,
- adequate checking of the raw data with their sources, and
- Triangulation of data.

Triangulation is the best way to elicit the various and divergent constructions of reality that exist within the context of a study.

3.10 Data analysis

The process of data analysis intends to bring about order, structure, and interpretation to the mass of collected data (Marshall & Rossman, 1999). Data analysis according to Terre Blanche *et al.* (2002) involves reading through your data repeatedly, and engaging in activities of breaking the data down to (themes and categories) and building

it up again in novel ways (elaborating and interpreting). The approach to data analysis for the qualitative data involves a search for themes that emerge. Therefore the researcher used the qualitative method by coding the data systematically. In addition, in a qualitative data analysis, the data tends to follow an ongoing interactive process. Data reduction in research is the most important stage in data analysis. Eisner (1991) believes that a good qualitative study can help us to anticipate the future by providing guidance to aspects of a situation that might be missed.

Strauss and Corbin (1990) are with the notion that analysis begins when the researcher takes the raw data, in this case the survey questionnaire, and tries to identify the themes emerging. The process is called 'open coding'. During open coding, the researcher identifies and tentatively names the conceptual categories into which the phenomena can be grouped in the same category. As this raw data is broken down into manageable portions, it is then identified in context. Therefore participants' direct quotes are added to illustrate the themes being described. The next stage of analysis includes a re-examination of the categories to determine their links. This process is called 'axial coding' (Strauss and Corbin, 1990). During this process the categories identified during the 'open coding' phase are compared and combined in order to assemble the big picture. The purpose of this phase is to acquire new understanding of the phenomena of interest. During this process, the researcher established whether sufficient data exists to support the interpretation. Strauss and Corbin (1990) hold that when these steps are completed, the research report should be a rich, inter-woven account that "closely approximates the reality it represents".

In the current study, the data analysis is done after inserting each unit of information on a separate index card and coded according to the number of categories that emerged into themes. The emerged themes are there to address the main research question which focused on the opinions of teachers on the implementation of LO curriculum.

3.11 Ethical considerations

All the ethical considerations were observed and adhered to by the researcher in this study. Ethics are defined as a set of widely accepted moral principles that offer rules for and behavioural expectations of the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students (De Vos *et al.*, 2005). All ethical considerations were taken into account, for instance the University of Fort Hare has rules and regulations which are prescribed in the faculty handbook and these will be noted and adhered to.

Social research necessitates obtaining the consent and co-operation of subjects who are to assist in investigations (Cohen *et al.*, 2007). Before participants were interviewed, the researcher first sat down with them and carefully explained the nature and purpose of the study. The researcher also explained the ethical obligations to the participants and these acted as guiding principles to keep the researcher in check. This was done for the purpose of transparency so that at the end, if the participants would like to get feedback on the outcome of the research, it may be presented to them.

The researcher got consent forms from the participants as to whether they were willing to participate in the study or not. The researcher tried to obtain voluntary participation which requires that participants will not be coerced into participating in the research. Participants received an informed consent letter which contained a brief explanation of the study, purpose, significance and the issue of voluntarily participating in the study and encouraging participants to remain in the study until to the end. Again the informed consent ensured that the participants are fully informed about the procedures and risks involved in research and must give their consent to participate. Ethical standards also required that researchers should not put participants in situations where they might be at risk or harmed as a result of their participation (Babbie and Mouton, 2001).

Anonymity and confidentiality was assured to the participants as well as respecting the time of each participant. The research guarantees the participants' confidentiality and participants are assured that identifying information was to be made available to anyone who is not involved or is not directly involved in the study. The important standard is the

principle of anonymity which essentially means that the participants remained anonymous throughout the study and even to the researcher. Anonymity is a stronger guarantee of privacy (Maree *et al.*, 2007).

The researcher also sought permission to enter the targeted schools where data was collected from. The researcher ensured participant confidentiality by removing all identifying information from reports and transcripts of work gathered from the field. The researcher also used the data collected for purposes of academic research and understanding; as such personal information from respondents was not released to the public. The researcher should fulfil the commitments made to those who assisted in the research endeavour (Leedy and Ormrod, 2005).

3.12 Summary

Chapter 3 examined and justified methodology selected for the study to show its suitability to the study. The following were covered; the interpretive paradigm, the qualitative approach and case study design. Furthermore this chapter presented interviews, as instruments used to select data. It finally covered the purposive sampling procedure, trustworthiness, credibility, triangulation, negotiating entry and ethical considerations. The data from different respondents was collected, analysed and interpreted. These findings and discussions are presented in Chapter 4.

CHAPTER 4

DATA COLLECTION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focused on the presentation and analysis of data and the plan for analysis and interpretation which was guided by the purpose of the research. It sought to find out the opinions of teachers on the policy implementation of Life Orientation Curriculum, a case study of five schools of the GET Band in Cofimvaba Education District. Data was collected through face to face interviews and the participants in the study were teachers teaching LO selected from the five primary schools in the Cofimvaba Education District. The participants in the study were selected through purposive sampling technique from the five schools. Fifteen LO teachers participated in the study.

4.1.1 How was the data collected, analysed and interpreted?

The data was collected through structured interviews including interactions (Table 1) with all the participants. The data was then arranged and sorted into common themes as well as tallying and ranking of the responses. This was done in order to uncover the main issues that make the findings of the current study. The data was then analysed according to available responses and computed into different figures and tables as presented. Table 1 shows the coding for participants from 5 different schools of the GET band. The schools were coded as S1 – S5 and teachers coded as T1 – T3. For further understanding of the coding, S1T1 – S1T3 stands for school 1 and T1 stands for teacher 1 and so on. This was done so as to make the analysis and interpretation of the data collected as easy as possible. Based on the research questions designed, the study therefore was categorised into different segments as follows:

- Sample characteristics

- The perception of teachers and their experience in teaching LO
- The perceived involvement of LO teachers in the formulation of LO curriculum
- Challenges faced by the LO teachers when implementing LO
- Achievements perceived by the LO teachers regarding the implementation of LO

4.1.2 Selection of schools

The schools were selected purposely from the GET Band which is in the rural areas of Cofimvaba District. Rural schools have been defined as an area that is 100km away from the city where there is lack of transport and there are no school buses to transport students to and from school. In areas such as these, Governmental resources take time to reach places like these.

4.2 Sample characteristics

4.2.1 Demographic information of the teachers

The respondents were interviewed and their responses were then sorted and analysed. The total number of respondents was 15 teachers from the GET band. The GET Band is divided into the Foundation Phase (Grades R-3), the Intermediate Phase (Grades 4-6) and the Senior Phase (Grades 7-9). For the purpose of this study, the researcher concentrated only on the intermediate phase (GET), as shown in Table 5, the number of females was more than that of males. The ratio of male is to female was less than that of females respectively. In the same way, gender had to be taken into consideration in order to establish whether gender equity is implemented in the rural schools as the democratic government of South Africa has enacted the Employment Equity Act of 1998, which aims to promote equality, elimination of unfair discrimination and aims to achieve employment equity.

However, when exploratory the structure and sensibility of LO, one could argue that females are better representatives of this Learning Area due to their nature of creation and being patient with children hence females were more than males. These are some of the challenges that even affect the implementation of the LO as revealed by the teachers during the course of interviews. The respondents were further requested to highlight their qualifications so as to get to know them more as LO teachers. The South African Qualification Authority (SAQA) has defined a qualification as a planned combination of learning outcomes which have a defined purpose which are intended to provide qualifying learners with applied competences.

Table 1 The coding of the participants for one-on-one interviews

SCHOOL	TEACHERS		
	T1	T2	T3
S1	S1T1	S1T2	S1T3
S2	S2T1	S2T2	S2T3
S3	S3T1	S3T2	S3T3
S4	S4T1	S4T2	S4T3
S5	S5T1	S5T2	S5T3

Table 2 The process used to collect data

Process	Respondents	Objective
Interviews <ul style="list-style-type: none"> • One-on-one 	Teachers	To investigate on the perception of teachers on the implementation of Life Orientation Curriculum.

Table 3 Qualifications of the respondents

Gender	Qualifications						
	PTC	ABET	ACE	STD	BA	B. Ed	M. Ed
Males	7	0	2	6	3	3	0
Females	7	3	4	9	6	5	2
Total	14	3	6	15	9	8	2
Percentage	93	20	40	100	60	53	13

% - Percentage number of males and females

ABET – Adult Basic Education and Training

ACE – Advanced Certificate in Education

BA – Bachelors of Arts

BED – Bachelor of Education

MED – Masters in Education

PTC – Primary Teachers Diploma

STD – Senior Teachers Diploma

Table 3 shows the qualifications of the respondents who were given questionnaires and interviewed. The respondents had different qualifications that included Senior Teachers Diploma (STD), Bachelor of Arts (BA), Advanced Certificate in Education (ACE), Masters in Education (MEd), Primary Teachers Diploma (PTC), Bachelor of Education (B .Ed) and Adult Basic Education and Training (ABET). The total number of the respondents with STD were 15, with BA were 9, with ACE were 6, with M. Ed were 2, with PTC were 14, with B. Ed were 8 and with ABET were 3. Most of the teachers still hold STD with both males and females equal in number. The number of female teachers was more than male teachers especially with participants who had STD and BA qualifications. Most of the teachers had a degree and others had a diploma and only few of them had basic education training. These qualifications show the degree of understanding in terms of interpersonal improvement and knowledge of what is happening in the teaching field. From the qualifications listed in Table 4, some of the teachers do not qualify to teach LO because for one to qualify to teach LO, a teacher should possess a minimum of the relevant Advanced Certificate in Education (ACE) or an undergraduate course in Psychology (Adewumi, 2012). Psychology is part of B. Ed which qualifies teachers to teach LO. About 100 % with STD, 93% with PTC and 20 % with ABET do not qualify to teach LO. This implies that there is a need for the teachers to upgrade themselves to be able to teach LO as qualified teachers even though they qualify to teach general Education.

In conjunction with the National Qualification Framework (NQF) which is a matrix of unit standards and whole qualification that create an integrated national framework for learning achievements, an educator should have a qualification that distinguishes him or her from others and also stipulates which level or band is he or she qualified to teach. Table 6 illustrates the levels, bands and phases stipulated by the NQF. Therefore a teacher should be specifically qualified and trained to teach the learning area especially during their pre-service training. This will provide and ensure that pre-service teachers were interested to know more about the learning area; LO.

Table 4 Demographic information of the participants by gender

Schools	Gender			
	Male	%	Females	%
1	1	7	2	13
2	2	13	2	13
3	2	13	1	7
4	1	7	1	7
5	1	7	2	13
TOTAL	7	47	8	53

% - Percentage number of males and females

Table 5 The Levels, Bands and Fields of the NQF

Levels	8	HIGHER EDUCATION 12 FIELDS		HET	
	7				
	6				
	5	FURTHER EDUCATION 12 FIELDS			FET
	4				
	3				
	2				
	1				
Grades	9	SENIOR 8 Learning Programmes	ABET Level 4	GET	
	8		ABET Level 3		
	7				
	6	INTERMEDIATE 5 learning programmes	ABET Level 2		
	5				
	4				
	3	FOUNDATION 3 Learning programmes	ABET Level 1		
	2				
	1				
R	EARLY CHILDHOOD DEVELOPMENT				

The experience of teachers in the teaching field was presented in Table 6. All the teachers have more than 5 years in the teaching field. Most of them have 6-10 years followed by those with 1-5 years then 16-20 years and others. As an LO teacher, values are continually referred to in health promotion, life skills education, physical education, citizenship education, environmental education, religious education and generally as part of living. However, there was no teacher in the sample who had less than one-year of teaching experience. More than 45 % of teachers have over 11 years teaching experience with 37 % of them having more than 20 years of experience. Based on the teacher's experience, they might have received training from the DoE even though it was not for teaching LO. In addition, teachers with more years of experience are likely to have more general teaching experience as compared to those with fewer years of teaching. Even though teachers experience was not included in the research questions, it can be further explained that teachers with more years of experience are in a better position to handle challenges that arise in the implementation of LO.

Table 6 Teachers experience in the teaching field

Experience in teaching (years)	No of respondents	Percentage
1-5	7	23
6-10	9	30
11-15	3	10
16-20	6	20
21-25	2	7
26-26	3	10

Figure 1 illustrates the experience of teachers teaching LO. Out of 15 teachers who were given questionnaires, about 5 of them have less 5 years of experience in teaching LO, 3 of them have 5-8 years and only 2 teachers have much experience (17-20 years) in teaching LO. This means that since LO has been introduced to the curriculum, teachers with experience in teaching LO are still few, however, the figures below explains more about teachers experience in teaching LO as a Learning area. Life orientation is concerned with developing the common humanity of being African with the words 'morality, values, beliefs and attitudes' appearing frequently in its vocabulary. This is part of psychosocial and epistemological domain. This simply means that there are few teachers who have gained and received training from the DoE and there's still more work to be done to improve the scenario. About 8 teachers have less than 10 years' experience of teaching LO.

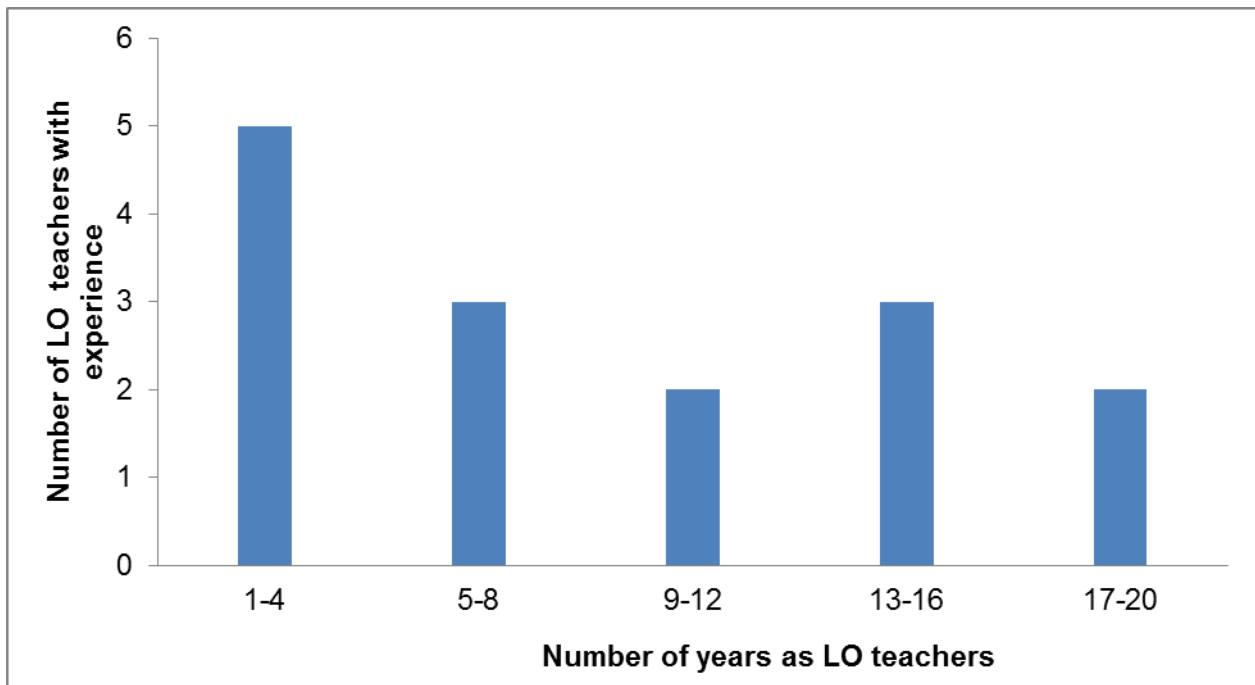


Figure 1 Number of years as LO teachers

Table 7 represents the questions that were included in the questionnaire and part of the interview. They formed part of the main research question and the sub-questions. The responses of the teachers were then analysed and interpreted as text since it was a qualitative data which involves much art as science as a 'dance' to answer the objectives of the study. Interpretation of a qualitative data is described as complex and dynamic craft with much creative artistry as technical exactitude and it requires an abundance of patient plodding, fortitude and discipline. The responses were therefore reported as themes to make it easier for the reader to understand the flow of the study.

Table 7 Questions included in the questionnaire

Number	Research question	Question
1	Main research	How long have you been teaching LO in school?
2	Main research	In your professional training, were you taught the methods of teaching of LO in school? Support your answer.
3	Main research	Is there any support that you get from the DoE regarding the implementation of LO in schools?
3.1		If Yes, indicate the kind of the support rendered by the DoE
3.2		If No, what challenges are you faced with when implementing LO?
4		How do you perceive the monitoring and support mechanism on the implementation of LO?
5	Sub research	Do you consider the nature and adequacy of the support and monitoring mechanism in the implementation of LO to be adequate? Support your answer.
6	Sub research	What are the challenges that as LO teachers face when implementing LO?
7	Sub research	What are the LO teachers perceived greatest achievements regarding the support and monitoring in the implementation of LO?

4.3 What are teacher's opinions

The respondents participated in the study voluntarily during the data collection process as the researcher explained to them all the procedures to take place. There were different questions asked to address the main research question and the sub research questions. Teachers recognised LO notwithstanding its intended purpose due to the limitations they feel its document are not adequate to support their daily activities stipulated on the policy document of this subject as per each learning outcomes for the better course. As a result they prefer using their different strategies to equip the learners in their personal experience. In the following sub-topics, the respondent's views are highlighted.

The interviews were conducted in all the 5 schools of the GET Bands to ascertain the ways in which the DoE has been supportive in the implementation of LO and about what teachers perceive about LO as a Learning Area. Interviews are communicative events that are aimed at finding what participants think, know and feel about the implementation of LO curriculum in their schools. Therefore, these interviews provided the sort of experiential understanding aimed to be achieved by the researcher. To get the views from the participants, it was necessary to engage them in an interrogative discussion. The participants were allowed to be free during the interview and to be able to pose questions. The respondents were interviewed using a voice recorder with 7 questions. Questions 1-4 were addressing the main research question and questions 5, 6 and 7 addressed the 3 sub-questions. The questions are presented in Table 6. The use of the voice recorder was explained to the teachers and they were assured of the confidentiality of the discussion. They were also made to understand that they were working together with the researcher to investigate the opinions of teachers on the implementation of LO curriculum in Cofimvaba District of Education including the challenges they are faced with when implementing LO. The results of the interview were written down and analysed.

4.3.1 Methods of teaching LO

The study sought to find out if teachers were taught about the methods of teaching LO during the professional training. About 11 teachers said 'No' and further supported their responses by adding,

S1T1 said, *"They were not given any training or any training method for teaching LO instead they were trained for OBE and by attending a 3-days workshop to teach LO"*.

S1T2 responded by saying, *"They did not receive any training method because they were not teaching LO before since there were no large class numbers. But as years went by, they had to start teaching LO due to increasing learner numbers"*

When teacher 3 was asked if they were taught of any methods of teaching LO in school the response was *"No"* (S1T3).

Similarly in School 2, the response was the same as in school one where also indicated that they were not thought of any training methods instead they had to figure it out on their own accord with the assistance from the school principals.

The response from Teacher 3 (S2T1) was, "No, it was not included in my years of training as an educator".

Smilingly, a lot of teachers still need to be trained so as to become perfect LO teachers and this will even give more confidence to the learners.

Teacher 5 (S2T2) added that the way LO is being handled by the DoE, it seems as if teaching LO is a waste of time because there is no training received even from the school.

S2T3 responded: "No teacher training methods were provided for me during my professional training. I teach LO because of the interest I have for the learners as LO has to do with guidance and preparation of learners for life responsibilities and possibilities. This subject also teaches learners knowledge, values, attitudes and skills about themselves, environment and to become a responsible citizens".

Values are more than beliefs, they involve the worthiness of a norm or a principle rooted in individuals, groups, religions or belief systems. Since values are part of the LO, this implies that teachers are to facilitate the integration of different values and belief systems into all the learning areas across the curriculum especially when it comes to Life Orientation.

Teachers 1 in school 3 of the GET Band added that,

“The training we received in terms of teaching and implementing LO in our local schools was so supportive for many because it helped us to deal with students from different backgrounds, manage the large class numbers and also to apply the skills encompassed in LO curriculum”.

One teacher who responded from the S3T2 argued that there was supposed to be trained before they started teaching LO but they have no idea how the Department operates. The teaching experience they have comes from the past implementation of the other learning areas they were teaching before.

Having an experience in teaching other learning areas support and give guidance to the teachers which make them to be more independent even though they need support from the DoE and their school regarding teaching LO.

S3T3 indicated that they received the training methods during their professional training and it was quite useful hence it facilitated them a lot when teaching LO.

In school 4, T1 explained that LO was not there when they did their professional training since LO is a new learning area in the curriculum.

Other 2 teachers (T2 and T3) lamented that they tried to do their best even though they were not sure whether they were doing what was expected of them as LO teachers. This was because they did not receive any training methods to teach LO.

Teachers in school 5 agreed that they were trained about LO methods during their professional training. They are using the methods to teach LO even though there are time constraints associated with teaching LO. They also added that training is also

assisting them to deal with student challenges and those who are coming from disadvantaged homes. They are also able to equip learners to engage on personal, psychological, neuro-cognitive, physical, moral, spiritual, cultural, socio-economic and constitutional levels as it is the purpose of LO to do so.

It was therefore concluded that the materials received from the DoE was not enough as they were not provided with posters, charts and newspapers that will enable to teach LO effectively.

4.3.2 Support and monitoring mechanisms

Under the main research question, teachers were asked if they have received any support from the DoE regarding implementation of LO curriculum. It was an interesting question to them as it aided them to express the way they felt about DoE support. In school 1, 2 teachers said they were provided with teaching material and annual teaching plan. Others further added that they were given study guides.

The material provided was so useful since Life Orientation is a new learning area to the subject in the National Curriculum Statement. The learning area promises to improve the quality of education for all the South African learners.

Teacher 3 (S1T3) complained that the DoE does not support LO teachers at all as a result, teachers are frustrated, lack knowledge, understanding and are always negative.

When teachers are ignorant and that makes the implementation of LO in schools not to be effective and this is due to the fact that teachers lack support especially those who are insufficiently qualified to teach LO. When enquiring from school 2, this was the response;

S2T1; "Being the LO teacher makes people think you have got all the necessary equipment to get along with the subject and learners you are teaching whereas we are treated like any other teacher. Life Orientation requires more support due to the learning outcomes it contains".

The response from Teacher 3 (S2T3) was, “The lack of support from the DoE within the programme is as a result of allowing training agents who are not part of the school system and who are not even familiar with the circumstances and context in which teachers operate.

Teacher 1 (S3T1) also added that, *“the DoE has assisted them a lot by changing their attitudes towards LO because now they are not just there to earn their salary but to serve learners by giving the best education ever’.*

Seemingly, if the DoE can be so supportive, the issues of going to work because of the salary will change hence learners will also take education seriously.

The two teachers (S3T2 and S3T3) interviewed joyfully responded by informing the researcher that the DoE was supportive to such an extent that they provided study material, teaching material, annual teaching plan and also organised workshops.

The researcher realised that teachers in school 2 were so excited and happy about the support provided by the DoE.

The other teachers who said there was no support further explained that there is not enough time given for teaching LO even on the school time-table.

Teacher S4T1 on the other hand responded by saying, “We have received the relevant support from the auspices of the Department of Education and later their progress was monitored and got assistance where they needed it.

S4T2: *“We have also received some support even though it was not adequate enough to enrich our skills as LO teachers. There was NCS training, HIV/AIDS and Inclusive Education that was conducted in order to equip us with what was best to be transferred to the learners”.*

S4T3: *“I can boldly say that the DoE is doing their job however, there is still a gap in monitoring what they have given to the LO teachers so as to make sure that they did not waste their resources. In addition, before they conduct and give teachers some teaching material and annual teaching plan, they should first visit schools to find out what is best*

need and suited for a certain school. This is because at times because of the large class numbers, some materials might not be adequate for those large class numbers.

In the interviews, it was at least realised that the DoE have tried to support the LO teachers with some study materials, conducted workshops, textbooks, pace setters and also provided some annual teaching plans. However, teachers emphasised that the support was not enough based on the conditions of the school infrastructure and what is really happening on the ground.

Teachers in school 5 complained that the Department of Education is not doing what is expected of them. There is a need for support, monitoring and provision of funds.

It is very clear that the concerns raised by LO teachers during the discussion with them that some teachers did not receive support from the DoE while others did receive it, although it was not enough. Moreover, LO subject advisors never visited the schools and they have ignored LO by doing so. As a result, when they have to deal with other learning outcomes like learning outcome 4 (Physical Development and Movement) where they do not have materials and space even the school grounds for learners to perform their activities guided and facilitated by LO teachers during its period they confirmed that they just award marks to the students. This also implies that the LO curriculum outcomes, the teachers needs and the learners holistically development are not addressed properly. There is a need for different subject workshops that will later be monitored and supported by DoE.

Support and monitoring is crucial aspect when it comes to implementation of a certain learning area especially when dealing with LO. However, this was never the case when enquired from LO teachers about their opinions on the implementation of LO curriculum in their schools and the support they are provided with by the DoE. Teachers in school 1 responded that;

'It is bad; there is no monitoring at all. Simply when the facilitator wants to submit their claims for payment and they need our input, they will compel you to fill in an

assessment form, asking for response about the efficiency of the workshops in writing. The researcher have attended few workshops but there was no follow afterwards you even struggle who to contact the departmental official when you are stuck”, S2T1-S2T2.

The response from these teachers was somehow questionable because they first indicated that it is bad, there is no monitoring at all hence they further added that they will see few facilitators when they are to submit their claims. This could imply that even though there is support but it is not adequate enough. The researcher continued with the interview in school to try and get them to know their opinions on the support provided by the DoE. It was so amazing to find out there is even though it was not up to standard, support from the DoE. Two teachers in that school added that;

Teacher 3, “We don’t even mind what other teachers will think or react with us after you have left, the Department of education is trying hard to provide workshops even though some of us as teachers will get enough time to do their personal work”.

In school 3, teachers S3T1 and S3T2 stated that the support was just fine, the DoE is doing its level best to give support that is needed just like in other learning areas. On the contrary, the other teacher (S3T3) complained that they were not trained for LO when they were doing their training. These workshops are not enough to equip them as LO teachers. Therefore, the support they received from the Department of Education was not sufficient, it needs to be reviewed.

Even thou S4T1 and S4T2 received the training, they complained that it was not enough especially when it comes to LO because it is a new learning area in the National Curriculum Statement.

S4T3 explained that, “Contrary to what I was teaching before, which was Business studies, the course content of which is not the same, I was expecting enough training from the Department of Education but it was not up to standard. Hence I try to teach based on my experience as a teacher”.

This was elaborated by the 4th teacher in the same school who further indicated that the support from the DoE was not sufficient to equip teachers with the best understanding

of LO as a new learning area. The support received was not good at all, There is not enough support from the Department.

Because of inadequate learning materials and textbooks, they went around other schools to get the materials from their colleagues. At most times, they used magazines, newspapers and posters they organised themselves so that they can be able to teach LO to equip learners with the best knowledge expected. This implies that the support from the DoE is not good enough to furnish the LO teachers with the required support and monitoring mechanism.

The teachers in school 5 were interviewed and they indicated that the training they receive was good even though not up to its level best.

Teacher 1 further stated that, *“there are many textbooks in my school because the LO is still new. Most of the books arrived as samples for teachers and they were many enough and available for use although textbooks for learners are not enough”*.

The response of the teachers was to a certain extent painful especially when observing their reaction because others made it clear that even though they have received support, it was not adequate and they have no choice because they are not in charge of distributing resources, materials and monitoring support to schools. Others stated that teaching LO causes stress especially when they are to waste the little time they have to source resources from the other schools.

The issue of support and monitoring mechanisms seemed so complex and it varied from school to school as the teachers in school 5 commented that:

S5T2 *“the materials provided for LO teachers is not up-to date, others are not even relevant to LO outcomes especially the ones provided in 2012 and 2013. Getting into context, you will realise that they are not loaded, activities without information and so forth”*.

However, teacher S5T3 had this to say, *“I don’t want to bother myself with what I see will not work for me, I use the little information I have and bring something good out of it so that my work can improve and learners can develop”*.

Taking from the above response, the support is not acceptable at all. There is still more work that needs to be done.

The researcher observed that Eastern Cape schools are always back dated, the treatment and support is not adequate and this raises a lot of questions that I find it difficult to answer. Therefore, more research is required to investigate on the DoE challenges and what can be done to improve the scenario on the ground.

The response from teaches simply implies that the support provided is not good enough hence they have negative attitude towards teaching LO. However, as LO teachers, they try their level best to get materials from other teachers.

Lack of support from the DoE is so frustrating because of the challenges associated with it. Other teacher argued that there is serious lack of support from the DoE, if it was not for the other colleagues in the neighbouring schools, a lot of learners would have failed. The DoE needs to do something about the situation before it gets out of hands. Moreover, teachers further stipulated that although in some schools there was support; monitoring was not done at all.

4.4 Adequacy of the support and monitoring mechanisms provided for the implementation of LO curriculum

The school district can play a role in ensuring the success of the implementation of LO programme by virtue of both the financial and professional support that is offered to both the teachers and the schools. From the responses received, about 5 teachers indicated that support was available in terms of training, textbooks and monitoring while others felt there was nothing which of due to time constraints, different types of support thought to be necessary for the successful implementation could disturbed the successful implementation of LO.

The support given by the DoE to both teachers and learners in schools is not adequate enough. Most schools are at risk because of inadequate support opportunities to harmonise the socialisation in the communities where the schools are based. The teachers in school 1 when interviewed to find out if they consider the support and mechanisms adequate and they responded by saying:

“The support from the LO specialists is not adequate at all for the purpose the LO was intended for. LO was intended to equip learners with the much needed information that will help them to make informed choices, however, due to lack of support, teachers find themselves as victims of the let-down to implement LO in schools. This also leads to higher failure rate and pregnancy in our local school”, (Teacher 1 - S1T2).

The teacher further indicated that,

“I would be happy if at least the provision of learner teacher support material`s (LTSM`s) quantities of textbooks can be provided on time to avoid wasting much time looking for resources in the neighbouring schools”.

There is not enough guidance towards positive self-concept formation or the realisation of the potential they have a school. The school is formed of the learners, teachers and school governing body. Schools are not the only institution slow to change their descriptors. Some are yet to change from guidance and life skills to Life Orientation. Some school teachers do not see physical education as part of LO hence monitoring it just by visiting schools once in a quarter is not enough.

S1T3 indicated that, *“The support is not adequate especially in nowadays where teachers had to deal with learners that have minds that are corrupt due to their backgrounds and what is happening in the country. Learners come to school with pain, hunger and without a home, so as LO teachers; we have to deal with those situations”.*

S2T1 –S2T2 *“Teaching LO without any support prevents its implementation. On the other hand, teachers try to cope with those conditions by applying the skills they received from other learning areas”.*

Teacher 3 (S2T3) had to say this, *“There is shortage of teaching and learning materials which affect learning such that learners take much time to copy the notes hence the learning process is distorted. Moreover, it affects the smooth coordination among teachers since they have to share one textbook due to their shortages”.*

In school 3, it was the same story of inadequate study materials from the DoE. The teachers further elaborated by saying:

S3T1 and S3T2: *“At times, we had to combine the classes because of fewer study materials, even the learners struggle when they share a textbook and the other one is absent from school”*

The shortage of study materials in schools affects the learning process because learners should not depend on the educators alone and they need to be independent. The learners suffer in this regard even everybody and other subject because there is integration of LO into all other subjects.

S3T3 highlighted that, *“There is a little bit of support even though it is not up to standard because at least we get assistance when it is needed”.*

In school 4, teachers S4T1-S4T2 indicated that the support by the DoE is not enough because coming to school to check how far the teacher is from finishing the curriculum is not acceptable and will not make the teacher feel supported at all.

One of the teachers further affirmed said, *“As an LO teacher, I am not even trained to deal with the emotional and psychological consequences of bullying which leaves a mark of hurt inside”.*

Teachers in most schools are not trained to deal with emotional and physiological conditions which pose a huge challenge for school numbers at large.

S4T3; *“The support and monitoring mechanism is quite adequate indeed. The materials provided for LO teachers are adequate. However, there is still a need for resources such as computers, printers and photocopy machines to better the situation.*

“I see the support through workshops to be quite useful and fruitful. They make a constructive criticism and always willing to give guidance”, (Teacher - S5T1).

When the same question was raised in three other teachers, they agreed that,

“Yes, the policy makers including relevant officials are doing a good job through the 3-day workshops even though there is still a need to increase the length of the workshops so that they can be more productive”.

“For me, teaching LO is so frustrating due to inadequate support from the Department its even made worse by the fact that I was not an LO teacher before”, (S5T2)

The interview was preceded by a series of challenges to reach other schools because of the roads are not good. On reaching the schools, the two other teachers lamented that, even the government officials; do not bother them to come to their schools because of the roads hence the lack of support from the DoE. It is even worse when it comes to classrooms; they share 3 classes in one room.

This kind of condition is not conducive for proper learning process but teachers have no choice but to adapt to the situation. The Department does not only have to provide books, trainings and posters, some of the schools need to be renovated.

Teacher 5 (S5T3) indicated that, *“If the Department of Education were doing their jobs properly, school like their own would have been improved long time ago but that is not the case. There are so selective of the best schools, near town and with smooth roads. At times, they choose schools based on their friendship and this has to stop. Therefore, with all that is not done as expected the implementation of LO as a Learning Area is affected. The attitude learners have towards LO which even reduces the confidence I*

have in as much as I try to use my teaching skills. Without the necessary material, it becomes difficult”.

Looking at the condition of the school and what teachers are saying, really leaves one with questions of how are the teachers going to implement LO in cases like these. Interactions in the classrooms also confirmed the shortages of teaching materials which even tempers with the learning process and the implementation of LO as a learning area. This is because lack of support material and resources for both teachers and learners who are to share the few they have surely slower down the speed at which LO teacher would teach especially those who have to deal time constraints. This also increases the work load of the teachers.

4.5 Challenges involved when implementing LO

Implementation involves the process of putting into practice an idea, program or set of activities and structures new to the people attempting or expected to change. When an idea was unable to be effected, it becomes a challenge because what was meant to be done was not achieved. LO teachers have highlighted some difficulties when it comes to the implementation of LO. In the interview that was done, the teachers have responded that:

S1T1-S1T2 *“We do not have enough time to utilise the little resources given by the Department of Education for successful implementation of LO”.*

It is imperative to highlight that LO involves ideas about health, sex and reproductive education that would enable learners to understand issues of different genders. Teachers are to change their preconceived ideas about LO, revisit their values and attitudes and adjust to introduce the teaching practices. In addition, LO notwithstanding its capacity to make beneficial contributions to the education of learners is another problem. Teachers in particular, play a central role in the implementation of school curriculum. The importance of a teacher as a central agent is very crucial and it is one

of the primary responsibilities for the successful implementation of LO. However, the implementation of LO in South African schools is not dependent on the teachers only but in their ability to interpret, adjust and implement the learning area being supported by the DoE. In addition, for LO to be successfully implemented, it requires a particular school to be physically fit, proper management of the human resources, good quality teachers and learner support through proper planning and subsequent management of the implementation.

S1T3 “The lack of teacher’s relevant knowledge and experience in the learning are including poor support, schools insufficient teaching and learning materials and large class numbers all contribute to difficulty in the implantation of LO”.

S2T1 indicated that, “Another challenge is that there is lack of trust and respect among teachers. South African teachers are at most times divided and are involved in indirect conflict with other role players who are involved in the implementation of LO and use the support provided by the DoE wisely”.

The support system and resources are rare and there is not enough time to implement LO especially now that LO is being undermined by the policy makers (S2T3 lamented).

This simply implies that even though current political changes in South Africa, learners still live in a challenging environmental conditions where there is crime and violence which eventually affect every school including the support system that might be provided for each school, teachers and learners.

It was further elaborated by

Teacher S3T1 that, “Another challenge facing us as teachers is the fact that Life Orientation as it is supposed to be achieved by guiding learners and prepare them for future that has not been implemented and fulfilled because of time constraints regarding LO.

“Learners are the most affected people in every school when there is lack of support from the DoE such that child abuse, rape, drugs and gangsterism is still prevailing especially in rural schools. Learners find themselves being the victims”.

Teacher S3T2 and S3T3 indicated that when complaining about the lack of support from the DoE is that the department always complain that they are understaffed and cannot provide all the necessities for LO teachers. This has also changed teacher’s attitudes such that even the implementation of LO in at school fails at times. Teacher’s attitudes have been found to play a significant role in determining the success of the implementation of LO in schools.

As teachers in school 4 were interviewed, one of them (S4T1) indicated that the reason it is difficult to implement LO in schools is the fact that some of the LO teachers did not receive specialised training in the learning area. This makes teachers to be unable to teach the content of LO hence assessment becomes more difficult. During schools visits, when teachers were interviewed they indicated that they could not make a distinction between the variety of activities, roles and influences when facilitating LO content with learners. Life orientation is intended to prepare children to cope with a variety of social situations in a complex and changing South Africa.

S4T2: “Teachers are excluded in the curriculum planning and change as that makes us feel useless as LO teachers. This also simply that LO teachers are being undermined by the school officials. The challenge facing teachers in most schools is that the current LO teachers had no prior training in the content and methods that are used in Life Orientation. Moreover, some of us become uncomfortable with concepts such as sex and sexuality especially with few books where we have to write long essays on the board”.

S4T3 “The time to teach LO is not enough since this learning area has a lot to be covered including PET (Physical Education and training). There is also a severe shortage of textbooks. In our schools, there is also lack of sporting equipment such as playing grounds, rugby fields, tennis court, netball group and softball grounds. This area

in our schools affects the physical development of the learners. You will realise that other learners prefer to learn through practicals as we attempt to teach according to the policy document”.

Life Orientation has five focus areas which address the human and environmental rights outlined in the constitution, therefore indeed LO requires more time as the above teachers explained.

S5T1 argued that, *“The challenge I have as an LO teacher, I am expected to teach in multicultural classrooms which is often difficult when observing the issue of time constraint associated with LO and limited teaching material”.*

“The workshops conducted are short and at times they are not beneficial to us as LO teachers. You will find that most of them are time consuming because they don’t equip us as teachers with the required information, knowledge and skills needed”, teacher 6 (S5T2) added.

In addition, schools and teachers do not necessarily refer to LO as neither *Life Orientation* nor do they share the same understanding and interpretation of LO hence it was important to investigate on the opinions of LO teachers about the monitoring and support mechanisms provided by the DoE. It was also noted that even though the DoE provided study materials, they were not clear enough and adequate to satisfy the requirements of the LO teachers. Even the workshops provided were not adequate enough to allow the teachers to gain understanding of LO.

Teacher 3 in school 5 also argued that the lack of resources, overcrowded classrooms and continuous increase in the workload has a detrimental effect on their attitude, morale and work ethics. The problem of large class number size seems to be the problem across all types of school location and it is more prominent in the rural schools. Large class number including lack of resources makes teaching more difficult hence implementation of LO is affected. These events disturb or reduce the hands-on-activities that were to be done by the learners which are promoted by the curriculum.

This therefore calls for further investigation as to what can be done in order to catalyse the process of LO implementation especially in the rural schools. One of the teachers further highlighted that:

“Governmental associates find it difficult to travel to schools located in the rural areas and that hinders the implementation of LO”.

4.6 Achievements in implementing LO

The study sought to investigate on the teacher’s perceived greatest achievement with regard to support and monitoring mechanisms provided for LO teachers. An achievement is earned after a thorough process of hard work. Not everybody achieves something and this can be through unity in the school, among teachers and between learners. .

S1T1 –S1T3: “Learning and teaching are manageable under critical conditions”.

In school 2, 2 of their teachers (S2T1 and S2T2) responded by saying, *“Learners enjoy the subject and you can see that in their results. The process of equipping learners with the life skills that are needed in their daily life enables them as a total human being with responsibilities. It helps in the aspects that include HIV/AIDS which is the core of Life Orientation”.*

Seemingly, LO teachers are to teach learners manners and not be organised and ordered in life.

S2T3, “The purpose of introducing LO in schools is good for learners especially in nowadays. It helps them to be able to face reality and overcome challenges that come with it. However, In my view, I would say the DoE should at least increase the speed and upgrade or revisit their distribution timetable for better performance and excellent results. This will also help the parents to worry less about sending their children to rural

schools. Moreover, I can say that the schools need more furniture and resources such as computers, projectors and printers so that our learners can enjoy studying in the rural school and to end discrimination among our learners. Our learners are so talented by the lack of support that will equip and motivate them to follow and fulfil their talents’.

Life Orientation is an easy subject to deal with since it entails issues of life. Other teachers have highlighted that it brings them closer to their learners and parents.

S3T1 and S3T2: *“What LO was intended for to equip learners with skills, knowledge and challenges they face in life. It is a rewarding subject, it helps the learners make some changes and adjustments in life and be able to make informed choices”.*

In school 3, teacher 3 had to say that:

“Despite the challenges we face as teachers from the Department, school, learners and the community, we strive to bring the best out of what is limited hence learners are becoming better and better day-by-day”.

Most teachers explained that LO is doing what it was intended for despite the challenges, this means that if the support from the DoE can be improved; the pass rate would also increase including the teachers and learners welfare.

S4T1: *“Life Orientation assisted the learners to have more knowledge even in terms of their surroundings and how to treat each other. Teaching LO is a rewarding subject especially to the learners because it makes them to differentiate what’s right from wrong. In addition, I see LO to be their guide in their daily living even though it takes time to sink in their minds”.*

Life Orientation in my view is a tool to train and guide children in the perfect direction where one at the end will not regret learning LO. Religiously, it can be compared to a Bible even though at most times it’s the learners who gain more in the learning outcomes of LO.

S4T2 and S4T3 specified the fact that *“Despite the support from the DoE, we have tried to fill the gap so that our learners might not suffer the consequences. As LO teachers, we are not there just to be murmuring but try to come up with a solution and bridge the gap where we can. In this case, we managed to give the best of our knowledge and skills as far as teaching LO are concerned”*.

In school 5, it was the same case during the interview;

S5T1: *“We are expecting to see more distinctions by the end of the year (2013) because the Grade 12 have already adapted to the situation of textbooks shortages hence they strived to study hard with the support from other school learners. They know better about the rights and responsibilities that build up their confidence so as to face the outside world. We have managed to instil the interactive techniques such as role plays, group discussions, brainstorming, creative activities, behaviour rehearsals and discussions through the implementation of LO curriculum”*.

When observing the teachers attitudes towards LO, you can tell that they have improved through their experience, information gathered, problems and challenges experienced and solved including the skills acquired in the course of teaching LO.

S5T2: *“Learners are equipped with skills which help them to develop inside and outside the classrooms to the full potential of their world. Life Orientation impacted good values and norms on the learners”*.

The narration from the teachers revealed that LO was there to solve problems and develop young stars for future and was able to build the learners' self-esteem. The experience teachers have in teaching different subject education even though they did not teach LO before gave them spirit to move on with little or no support from the DoE.

Teacher 3 in school 5 (S5T3) pointed out *“teaching LO for is worthwhile because when we see the outputs, we are encouraged more and more as teachers with the little we have hence we end up requesting for assistance from the neighbouring schools in terms of study materials”*.

“

Teaching LO in GET Band is quite good judging by the teacher responses as LO strengthens the relationship between teachers, learners and even the community.

4.4 Summary of the findings

The data revealed that LO teachers do not feel comfortable because of the difficulties they experience when implementing LO curriculum in their schools. They do not manage to unpack all the learning outcomes of this subject (LO) fully to its potential. Furthermore, the interviews revealed that even though there was support from the Department of Education, there is still more that needs to be done for successful implementation of LO in rural schools. The teachers felt that to be a Life Orientation teacher is like a living hell hence at times they do not enjoy teaching LO. As per introduction of Life Orientation in the NCS Outcomes Based Education, it was to bring about change and transformation within C2005 in the GET Band. However, the current findings revealed that the intended objectives were difficult to implement due to the challenges that LO teachers are faced with. The training provided to the teachers in implementing LO curriculum is not adequate as some teachers are still moaning about their difficulty in implementing LO curriculum. The teachers also think that the teacher-learner support materials should be made available to their schools for the proper implementation of the LO curriculum. The response was that teachers fall as victims of being let down and failure of poor results. The underlying causes of poor implementation of LO in schools is as a result of lack of communication, lack of seriousness from the district officials to prioritise the relevant LO needs for teachers and learners inclusively. As indicated by teachers, there is still more to be done to improve the scenario in schools. The next chapter discusses the findings of the study under the following themes which emerged from the findings:

- i. Training and support received by LO teachers
 - a. Characteristics of a Life Orientation Teacher

- b. Support given to teachers
- ii. LO curriculum implementation
 - a. Challenges of LO curriculum implementation
 - b. Successes of LO curriculum implementation.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

The purpose of this chapter is to discuss the findings described in Chapter 4 within the context of existing literature and new literature if possible. Inclusively, each theme will be discussed accordingly and supported by data and discussion including quotes from the literature cited earlier in Chapter 2. The current research was based on four themes that are aimed at addressing the main research question which is about the perception of teachers on the implementation of Life Orientation curriculum. Teachers are seen to be in a position of authority to the learners and in terms of the content which must be transmitted. However, their authority is determining the amount of knowledge they have about the implementation of LO from the Department of Education. In addition, they are to facilitate and mediate the educational experience through materials and monitoring mechanisms provided by the DoE.

The qualitative research as used in the study was explained by Creswell (2003) the researcher will be finally making an interpretation or drawing conclusions about its meaning personally and theoretical indicating the lessons learned and also making some recommendations. Therefore, the findings will be discussed further exploring the meaning elicited by the data to improve the support and monitoring mechanisms provided by the Department of Education if there are any.

5.2 THEME1: Training and support received by LO teachers

The opinions of the teachers towards the resources provided for the improvement of the learning process are influenced by many factors. Most of them are more interested in traditional activities, economic and financial issues and need to make a living and a bright future (Friesner, 2013). Perception not only relates to basic senses such as

visual, flavour and taste, but also to formed learning or experiences. It is important to examine teacher's opinions towards the support and monitoring mechanism from the DoE as their opinions may influence their behaviour and acceptance of the learning area. The success of the LO implementation might be at risk because of the negativity that teachers have toward DoE involvement (Subban, 2005). The negative attitudes might even become obstacles as teachers attempt to teach LO. Therefore, the characteristics of an LO teacher and their responses during the interviews will be discussed further;

5.2.1 Characteristics of a Life Orientation Teacher

The objective of teaching children is to enable them to get along without their teacher in any time and day. The Life Orientation teacher is someone who is to possess some qualities that will enable him/her to deal with learner's impossibilities especially when it comes to adolescent stages, parental abuse, crime, violence, rape and parental divorce (Roets, 2002). An LO teacher should also know the learning programme to be administered to the learners, working schedule, lesson plan and to be an expert in all that involves the learning area. Pillay (2012) indicated that an LO teacher should have some innate qualities such as the calling to become a counsellor, have love for learners, be friendly towards learners, be humble, should be open and have a sense of humour. This can be implemented by constructing a learning environment that is effective and enables learners to achieve their competencies. As highlighted by teachers in Chapter 4, they end up being their role models according to what they exhibit to the learners. Moreover, teachers are to have a listening skill, be empathetic and have respect for learners. As explained before, teaching LO is a relationship one build between teachers and learners; it's a two way path that requires patience and response from the learners.

Listening is a skill that an LO teacher should have because it gives them an opportunity to understand the learners verbal and non-verbal communication. A learner is so sensitive and comes to respond appropriately in what is taught by the way an instructor

explains. Learning is said to depend upon sensitivity to situational solicitations and making the content accessible (Riley, 2011:797). To become an effective teacher, one needs to have an ability to listen. Empathy is to understand and enter into another's feelings. Therefore, for LO teachers to understand the learners they are dealing with, they need to have empathy. By so doing, instead of increasing challenges, they will be able to solve them because their aim is to instill some skills and prepare them for future despite of what they are facing as LO teachers.

Perception is an overall evaluation of an object that is based on cognitive, affective and behavioural information (Başer, 2013). According to Novak (2011), perception is defined as a process in which individuals select, organise and interpret the information using appropriate body stimuli. They cannot be directly observed hence social psychologists developed various methodologies to assess opinions. This involves the use of a scale to provide a variety of responses after a given question. The word perception was used to describe what participant's opinions were toward what the DoE does to support them. It is a response tendency, some integral affection orientation that explains the actions of a person which entails cognitive, affective evaluative and conative idea. The same was applicable to investigate the opinions of teachers in the GET Band. The study showed that teachers were not happy about the support and monitoring mechanisms provided by the Department of Education. The attitude and feeling teachers have gave an idea of the performance and involvement of the DoE in schools and LO teachers. One may argue that if teachers expose all that is inadequate to improve the teaching of LO might affect the future plan that DoE has for them. However, it is better to tell the truth out loud to clear your mind and move on with a clear conscience.

Teaching becomes easy and enjoyable irrespective of who teaches it when there are no hidden arenas. According to Rogan and Grayson (2003), the role played by the teacher during teaching has been identified to be a crucial variable to improve the learning process. The supporting statement of the above was similar to what other teachers indicated when they said they teach LO because of the interest they have in giving guidance to learners. Others were joyfully indicating the good support they received

from the Department of Education. The training received during teaching other learning areas gave them the confidence to stand in front of learners although that was not enough. According to Barnes (2011), teachers still need to be trained in order for them to be able to deal with learners who suffer both emotionally and educationally. There is a need for professional support for teachers through facilitators and specialised educators such as psychologists. This will also prevent the use of assumptions but to infuse values, customs and encourage learners to learn to promote and maintain the status of LO as a learning area in the new curriculum.

The concern expressed by LO teacher forms part of the findings for the main research question with regard to the perception teachers have on what is provided by the DoE is not acceptable (Bell *et al.*, 2006). It is an indication that, although they were trained during their professional education, there was nothing done to equip them concerning Life Orientation. Others felt that there is no care at all for teachers especially those who are in the rural schools. According to Nqoloba (2008), the perception of teachers towards sexuality being included in the curriculum was positive because they saw it as another way to let learners know the reality and how to protect. Therefore, this is an indication that although LO was included in the curriculum, teachers are still not happy about the support provided for them because they felt that LO is important for learners in nowadays.

5.2.2 Support given to teachers

Although some teachers indicated that they never received any training from the DoE, some teachers indicated that they did receive training in terms of LO curriculum implementation. However, it is evident that the department needs to enhance its support so that it also monitors if the teachers are really in schools. Support is said to be versatile to produce a well-trained and multi-dimensional skill for a completely fulfilled requirements of the respective roles aimed at. Support for teachers comes from the supervision of the school principals, certified teachers and from the school superior which is the Department of Education. The Department of Education has a responsibility

of setting out rules and policies to provide a specialised and unique education with goals and educational needs (Mosia, 2011). The policy outlines some roles and responsibilities of the Department of Education, school boards and schools to give support to the teachers teaching in schools. The type of support that is to be given to teachers as outlined by Adewumi (2012) included the way teachers in different schools define LO with its descriptors clearly indicates their own opinions about Life Orientation (Rooth, 2005). At most times, teachers define LO according to the Departments definition and its outcomes however, others refer to their own understanding of the learning due to lack of support from the Department of Education. Teachers argued that DoE support was not adequate, meaning it did not fulfil what it was meant for.

The Department of Education is expected to support LO teachers with the necessary resources needed throughout the year for successful implementation of LO in schools. Implementation of LO can be seen on the learners output per school and how do they behave. However, responses from the teachers indicated that;

“The support from the Department of Education is not adequate at all for the purpose the LO was intended for”

“The support is not adequate especially in nowadays where teachers had to deal with learners that have minds that are corrupt due to their backgrounds and what is happening in the country. Learners come to school with pain, hunger and without a home, so as LO teachers; we have to deal with those situations”.

Development and learning are two parallel processes, early biological underpinnings enable certain types of interaction go through various environmental supports from the Department of Education. Learning is promoted and regulated both by learner’s biology and ecology and the learning process produces development (Wang *et al.*, 1993:249; Jensen, 1995). Learning process with adequate support makes connections between new and already known information. Through that information, learners acquire more knowledge and skills and their attitudes towards the learning area become positive. They develop self-regulation and become responsible learners. Another issue raised by

teachers that is not conducive for learning is the school environment. A good environment is a necessity especially for learners in the GET Band (Sedibe, 2013). A child must be able to learn, play and explore experience to touch, sound and sight is vital.

A good environment also helps learners to learn effectively and work independently. In most school that were visited, the playgrounds are not safe for learners and other schools do not even have enough classrooms talk less of playground. This implies that the nature and adequacy of the support is limited. A classroom is a special kind of a community of learners which provides a social support system. The support system embodies interdependence and caring which enhances learner's responsibility to learn communication and interpersonal skills, career skills and citizenship skills (Allington and Cunningham, 1999; Barnes, 2011). Communication skills develop in a social environment that encourages children to communicate in natural and meaningful ways.

However, in the schools visited, the support from the DoE concerning the classrooms for successful implementation of LO was lacking. Appropriate support is one of the key elements that is needed to equip teachers with the necessary documents and resources needed to teach LO. Moreover, there is a strong demand for professional development on teaching methodologies that will indicate a consciousness among teachers that strategies not currently utilised would benefit learners. O'Gorman (2011) suggested that there is a need for strategies which will move away from the traditional instructional model (teacher and textbook as the main sources of knowledge and lecturing, discussion and reading as the main methodologies) towards a more active, experiential learning that will benefit all learners. In addition, teacher participating in professional development must be given access to information on current, evidence-based resources and the opportunity to implement such when teaching (Panday, 2007). Such information will improve the educational experience for all learners.

5.3 THEME 2: LO curriculum implementation

Life Orientation teachers encounter some challenges in their work place especially when they are to deal with learners from different backgrounds. These learners show different behaviours that mimic the duties of teachers to get through o them for easy learning process. The learning process which is to be effected by knowledge and understanding of the LO curriculum including its implementation due to lack of LTSM`s (Adewumi, 2012). Implementation is where the action is in programs and it determines the success of a program. It is supposed to act as a guide for school-based practitioners, change agents and policy makers. According to Rogan and Aldous (2005), implementation is meant to be based on three main constructs; profile of implementation, the capacity to support innovation and the support received from outside agencies. They enable one to look at the levels of implementation to be achieved in terms of capacity of the school and the extent to which outside support and pressure is provided. Duemer and Mendez-Morse (2002) further explained that implementation is the means at which policy is carried into effect. It can refer to a one-time effort of enacting a policy or be a continuous process such as strategic planning. The process of implementation involves different people and levels of hierarchy of which change nature of policy from decision to implementation. During this process, decisions are moved to operation (Ornestein & Hunkins, 2004).

5.3.1 Challenges of LO curriculum implementation

According to teacher's responses, implementation process is difficult when there is limited documentation about the subject concerned. The problem of teaching LO becomes more complex when informal communication lines have been utilised to communicate or transfer information. Pillay (2012) suggested that teachers should be made keystone teachers in schools because they affect positively the school and learners at large. Moreover, the specific knowledge, skills and values including attitudes that are to make them positive contributors in their schools should be instilled in them. In addition, Magana (2011) indicated that the other challenge that delays the implementation of LO in school is that teachers lack professional training. They do not understand the content, outcomes and the didactic methods of the learning area being

put in charge of them. Most teachers in the rural schools consider themselves as ill equipped to implement the LO programmes whereas in the Model-C schools, teachers are working closely with the school counsellors for the implementation process to be fast. It has been said therefore, there is a challenge that who will be kind of an LO teacher who will be able to teach all the four learning outcomes of LO in order to impact the skills, knowledge and values to learners (Magano, 2011).

Life orientation was introduced to equip learners for meaningful and successful living in a rapidly changing and transforming society. As highlighted by Adewumi (2012), LO is concerned with the social, personal, intellectual, emotional, spiritual and physical growth of learners. However, teachers are finding it difficult to implement the focus of LO due to time constraints. The introduction of LO in schools brought attendant challenges that can threaten to derail it as a solution. It was emphasised that teachers have difficulties in teaching LO programmes which include physical education and training (PET), personal and societal values and norms with learners (O’Gorman, 2011; Strydom, 2011; Pillay, 2012). Teachers also encounter problems in their work when they have to deal with diverse personalities, large class numbers which exhibit different levels of maturity and growth.

According to a study that was conducted by Van Deventer (2009:127), teachers who lack expertise and knowledge in teaching LO also raises a concern from the learner’s perspective which affects the value attached to Life Orientation. An LO teacher especially in the GET Band must be competent enough to interpret the outcome and must have qualities of that for a counsellor. The qualifications a teacher possesses enable them to be outstanding in their field. Teachers must also be in a position to teach all learning outcomes in Life Orientation as expected by the Department of Education (Greer, 2002; Magano, 2011). They must also be ahead of his learners although they still have more to learn through the support that is provided by the DoE. Teachers as implementers of Life Orientation have a responsibility of bringing life to the LO programmes. In a study that was conducted by Enayati *et al.* (2012), it was highlighted that teachers need to know about the technologies needed and media so as to be able

to treat learners with a positive attitude. Attitude is dangerous because it can serve as a barrier to improvement and makes one effort to support the system in vain. Adewumi (2012) also indicated that teachers can also be developed through in-service training programmes in which school heads can identify areas of need and work on them so to enhance staff performance.

Qualifications Professional training is an essential tool for improving school performance. It is imperative to note that Life Orientation is to be taught by effective and qualified teachers who are to bring about change in the mind, character and behaviour of the child (Enayati *et al.*, 2012). This can be done through the process through which trained teachers use child-centered teaching approaches in a well-managed environments (classrooms, schools and in the fields too) and skilful assessment for easy facilitation of the learning focus. Visagie (2009) highlighted that lack of relevant experience, knowledge, skills and experience in teachers, poor support received from the district and school, insufficient teaching and learning material, the almost non-existence facilities and equipment available including the large class sizes all contributed to difficulties associated to the implementation of LO in schools. Teachers are responsible for the overall direction, the learning process and management of the learners, evaluating, reporting and designing interventions for all LO learners within the classroom.

The Department of Education is to provide the necessary support that is required by the LO teachers in the GET Band especially in the rural areas. This support can be in the form of manuals, workshops, fliers, CD and DVD's as long as they will give knowledge of the content of the learning area (Hofer *et al.*, 2009; Enayati *et al.*, 2012). This is because most teachers in the rural areas are far away from resources such as internet that can be used to download some information that can be useful to them. The support from the DoE depends also on the level of cooperation and collaboration that exist among all the educational partners for successful implementation of Life Orientation. In addition, school principals must also ensure that the school staffs is having a clear understanding of the where the support services fit into their school plan and learning

areas. Therefore, these are some of the duties of the DoE to give proper training to LO teachers as for effective and successful implementation of LO (Panday, 2007).

5.3.2 Successes of LO curriculum implementation

Learning is at most times inspired within a stimulus; response and a consequence paradigm such as teachers intrust or present the subject content to wait until a response is provided (Barbetta *et al.*, 1993). There is a relationship between a teacher and a learner which is normal examined through environmental factors that are associated with learning. The DoE in this case happens to be one of the environmental factors. Life Orientation in the senior phase is customised according to the needs and concerns of learners. Life Orientation is a compulsory subject starting from Grade R to Grade 12 in which learners are equipped in a process of different learning outcomes. These outcomes are there to assist them to respond positively to the social demands and also to develop them in a holistic manner (Magano, 2011). The learning outcomes of Life Orientation outline the personal, physical and career development in the life of a learner. Guidance and counselling cannot be left out of school programmes because it also develops and promotes academic achievement and psychological development in learners. However, since LO is a new learning area in the curriculum, there was lack of recognition of its importance in South African Schools. It was known as school guidance and was not examinable of which the focus was mostly on vocational education, character development and social appropriate behaviours (Duhon and Manson, 2000).

In the new curriculum policy, it has been outlined that documents must be interpreted by teachers who are teaching LO (Duemer and Mendez-Morse, 2002). This follows certain expectations which are be met by Life Orientation teachers in order for pedagogy to occur (Riley, 2011:797). These expectations from the DoE are a clear articulation and implementation of the outcomes stipulated in the policy documents. However, the implementation depends mostly on teachers as it was highlighted by Greer (2002) that teaching is very difficult than learning because a teacher's job to ensure that learners understand what they are taught.

The use of qualitative research methods reflects the idea that schools is composed of individuals who are to be the focal point of inquiry (Duemer and Mendez-Morse, 2002). Therefore, for any school to accomplish anything, it must rely on those teachers. However, when teachers have their own interest and reflect larger societal interests, there would be conflicts that will even make the situation of implementing LO more difficult. School systems work with the learners who come from different backgrounds. The quality of learner's lives before they begin formal education is greatly influenced by the kind of learners they can be. LO therefore plays a significant role in improving the livelihoods of learners especially those who are from rural areas.

In the process of learning, both teachers and learners have positive idea in their minds that they will make it through thick and thin. Although at most times, there is success, failure is also standing next to it. Failure does not meant there was no attempt but that the pressure was too much hence one gains an experience from the attempts made. The same thing was indicated by LO teachers regarding the support and monitoring mechanisms provided by the DoE. However, even though there was little support, teachers decided to bring the best out of little support provided. They also indicated that the Department act as if they don't care about them anymore because of the treatment they receive. Most teachers highlighted that maybe it is because they are based in the rural areas.

"Schools in the rural areas are neglected", that was the comment in most schools in the GET Band. However, besides that, learners enjoyed the learning outcomes of Life Orientation such as spiritual, social and physical growth and development. In the limited time given to LO, teachers manage to touch all the learning outcomes even though they could not finish. Moreover, LO as a rewarding subject, even teachers themselves managed to get the skills and knowledge they needed through the support from their neighbouring schools. This is in agreement with the study conducted by Mahlo (2011) who indicated that teachers were able to equip themselves by opting for other alternatives to get understanding of the learning area.

5.4 Summary

From the data, the researcher found out that the teachers are having problems with the nature and adequacy of the support they receive from the department. Some even think that this lack of support might be as a result of the geographical location of their schools. The next chapter will be dealing with the summary, conclusions of the study and recommendations done for future study.

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

The aim of the current study was to investigate the opinions of teachers on the implementation of Life Orientation curriculum. The main research question sought to investigate the opinions of teachers on the implementation of Life Orientation curriculum.

As discussed in Chapter 4 and 5, opinions of teachers on the implementation of Life Orientation curriculum was not successful enough and up to required standard. Teachers explained that they teach LO with the experience they have from the methodology they obtained from their years of training before LO was introduced in the curriculum. It was expected that the districts including LO advisors and facilitators were to make sure that the workshops to be conducted are in line with the expectations of LO teachers so as to fulfil and improve the learning process especially in rural schools. In addition, the resources needed in most schools such as computers, overhead projectors, printers and posters are provided for the learners to easily understand LO. It is important to note that LO is not for teachers to keep in their offices but to teach learners and to guide them in the issues of life so that they can make informed choices for their future.

Teachers indicated that the support is not adequate enough. Although other teachers indicated that they received enough training, in a nutshell, most teachers were forced to teach LO due to increasing classroom numbers. Others teach due to re-deployment and transfers hence so far, the support received was considered not to be enough. With the increase in crime, hunger, long distance travelled by learners to schools and facing the condition of the school, the implementation of LO in these rural schools is not up to the required standard that is stated in the policy document and therefore it is not accepted. LO teachers even like teaching the learning area like the 'living hell'. This indicated that they are not happy being LO teachers because of the challenges they have raised

during the time of interviews. This situation makes them to be demotivated .This implies that they are even forcing themselves to teach it because of the interest they have in the learners. It was further stipulated that LO as a new learning area, teachers need more support from the Department of Education in order to be able to deal with the challenges they face in the implementation of LO.

6.2 Conclusion

In conclusion, teachers still need to be trained on the methods to use when teaching Life Orientation. This is because most of them were not teaching the learning before and that they need to know how to deal with learners behaviours in the classroom and school premises. Learners in the rural schools are facing challenges at home, community, school and in the classroom others with themselves (inferiority complex). In addition, the negative opinion teachers have towards the support and monitoring mechanisms provided by the Department of Education needs to be improved since perception and support are intertwined. Once there is negativity, the little support and monitoring mechanisms provided will be downgraded and be in vain and at the end, both teachers and learners will suffer the consequences. Teacher training support was regarded as not adequate especially for teachers who were not teaching LO before and others still have few years of teaching LO. Moreover, with the large class numbers and learners with different backgrounds, teachers also need to be trained on how to deal with learners with special needs. Therefore, to avoid such cases, there is a need to work on teacher's opinions such that whatever support that needs to be provided regarding the implementation of LO curriculum in future will be appreciated.

6.3 Recommendations

The researcher advanced the argument that the proper training of teachers might be taken serious so as to ensure that the teachers implement LO curriculum effectively in their schools for the benefit of the learners. Furthermore, the involvement of teachers as the key implementers might be explored by the DoE so as to instil the sense of

ownership and responsibility to the teachers who are to teach this learning area. Now that the teachers have explained how they feel and think about the implementation of LO curriculum National, Provincial and District Education should pay more attention on the following issues:

- i. An investigation on the expectations of the teachers and learners from the DoE concerning LO is needed.
- ii. Interactions of the schools regarding the support provided by the DoE and what is on the ground also needs to be investigated and highlight any improvements or failures so as to be able to determine any need for intervention.
- iii. From the findings, teachers also indicated the time constraints regarding teaching LO, needs to be revised including the time to be allocated for it as compared to the other learning areas since LO involves personal, spiritual, environmental and societal education.
- iv. Teacher development such as skills to deal with learners from different backgrounds is also required including the support materials such as textbooks which will play an important role in the interpretation and expressing the learning outcomes and assessments standards.

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Appendice 1: Letter for permission for data collection in schools

*Faculty of Education
School of Further and Continuing
Education
Stewart Hall, Alice*

*Phone: Alice: 040602412
| Email: nmayiya@ufh.ac.za |*



21 October 2013

Principal

Dear Sir/Madam,

Re: Permission to Collect Data: Ms S. Matshikiza (Student Number 201214280)

This is to confirm that Ms Matshikiza is pursuing MEd degree at the University of Fort Hare. Her research title is “**Perceptions of Life Orientation teachers in monitoring and support mechanisms provided by the Department of Education**”. She is supposed to collect data during the months of October and November 2013. Kindly grant her permission. I would also be grateful if you could kindly provide her with documents that may assist with information regarding the area of her study.

I would like to assure you that any information that will be collected will remain confidential and no name of a person will be disclosed. The student will ensure that she does not disrupt ongoing activities during the period she will be collecting data.

Sincerely



Mr. C. Thomas

**Head of School of Further and Continuing Education
Faculty of Education
University of Fort Hare**

Appendice 2: Informed Consent Agreement Form

Name of Researcher: Spokazi Matshikiza

Institution: University of Fort Hare

Degree: Master of Education

Research Topic: Opinions of teachers on the implementation of LO curriculum in Cofimvaba District schools

The purpose and conditions of participation have been fully explained to me. I understand what my involvement entails and I am aware that my participation is voluntary and freely given. I have read the agreement, and am aware that I can terminate engagement in the interview at any point without penalty.

Signature of volunteer

Respondent.....

Date.....

Signature of

Researcher.....

Date.....

Contact Details

If you are willing to participate and you need further clarification contact

Spokazi Matshikiza on 0839996250

Email: 201214280@ufh.ac.za or contact Ms P.N. Tyilo School of Further and Continuing Education, Faculty of Education, University of Fort Hare

Tel: 040 602 2276 or by e-mail: ptyilo@ufh.ac.za

Appendice 3: Interview Schedule

Interview schedule for teachers

MAIN RESEARCH QUESTION: What are the opinions of teachers on the implementation of Life Orientation Curriculum?

Questions addressing the main research question

1. How long have you been teaching Life Orientation in school?

2. In your professional training were you taught the methods of teaching of LO in school? Support your answer.

3. Is there any support that you get from the DoE regarding the implementation of LO in schools?

YES NO

3.1 If YES, indicate the kind of the support rendered by the DoE.

3.2 If NO, what challenges are you faced with when implementing LO?

4. How do you perceive the monitoring and support mechanism in the implementation of LO?

SUB-RESEARCH QUESTIONS

Sub-research question 1: How do LO teachers perceive to be the nature and adequacy of the support and monitoring in the implementation of LO?

5. Do you consider the support and monitoring mechanism in the implementation of lo to be adequate? Support your answer.

Sub-research question 2: What are the perceived challenges that LO teachers face when implementing LO due to monitoring and support mechanisms provided by the DoE?

6. What are the challenges that as LO teachers face when implementing LO due to monitoring and support mechanisms provided by the DoE?

Sub-research question 3: What are the LO teachers perceived greatest achievements regarding the implementation of LO?

7. What are the LO teachers perceived greatest achievements regarding the implementation of LO?
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The end