INVESTIGATING THE CHALLENGES FACED BY TEACHERS DURING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT IN SECONDARY SCHOOLS

BY

T.A. KODISANG

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T.A. KODISANG

STUDENT NUMBER: 16402421

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SUPERVISOR : PROF J.R. DEBEILA

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DECLARATION

I, Tlhorisego Agnes Kodisang, hereby declare that this mini-dissertation for the Masters of Education at the North West University (Mafikeng Campus), hereby submitted, has not been previously submitted, by me for a degree at this or any other university; that it is my own work in design and execution and that all materials contained herein have been duly acknowledged.

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Date: 25ᵗʰ September 2011

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CERTIFICATE OF ACCEPTANCE FOR THE EXAMINATION

This mini-dissertation entitled "Investigating the challenges faced by the teachers during the implementation of the National Curriculum Statement" written by Tlhorisego Agnes Kodisang (16402421) is hereby recommended for acceptance for examination.

Supervisor: Prof J.R.Debeila

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ABSTRACT

The study investigated the challenges faced by the teachers during the implementation of the National Curriculum Statement in secondary schools at Greater Delareyville Area Office. The aim of this study was to investigate the extent to which the Department of Education provides the teachers with necessary support through resource material for professional development and relevant teaching and learning strategies.

Both qualitative and quantitative approaches were used as methods of investigation. In quantitative approach the sample was chosen using simple random technique from the entire population of 153 teachers and 20 secondary school principals. From the population, 25 teachers and 3 principals were selected. Research instruments used included the questionnaire which was self administered to the selected teachers for completion and interviews were conducted with the principals of the selected schools.

For the quantitative approach the sample was selected from 153 teachers in the secondary schools at Greater Delareyville Area Office and only 25 teachers formed the sample.

In qualitative approach 3 principals were purposively selected and interviewed in depth from the selected secondary schools. The views and experience of participants to this study were captured through semi structured interviews.

The researcher analysed the quantitative data by using statistics, tables, frequency tables, percentages and graphs. Tables and figures were used to present data. The Microsoft computer software (SPSS,version19.0) was used to prepare tables and figures in this research. For the qualitative approach, the researcher presented raw data as it was collected from the participants during the interview. The researcher recorded the interviews and each recorded interview was transcribed.

The empirical study of different schools was done about the challenges faced by the teachers during the implementation of the National Curriculum Statement using observation, reflection journal and document analysis.

The major findings showed that teachers were inadequately trained to implement the National Curriculum Statement. Schools lack resources to make teaching and learning effective. There is also lack of support for teachers from the Department of Education and the Subject Advisers lack professional skills in helping teachers with the challenges they are facing.

The recommendations resulting from these findings were that well trained facilitators should be appointed. More workshops and in-service training should be held in order to develop the teachers. Laboratories and libraries should be built in schools in the rural areas to make teaching and learning more effective.

ABBREVIATIONS

OBE:	Outcomes-Based Education
RNCS:	Revised National Curriculum Statement
NCS:	National Curriculum Statement
COSATU:	Congress of South Africa Trade Unions
NEPI:	National Education Policy Initiation
PRISEC:	Private Sector Education Council
NQF:	National Qualifications Framework
SAQA:	South African Qualifications Authority
HEQF:	Higher Education Qualifications Framework
CHE:	The Council of Higher Education
GET:	General Education and Training
FET:	Further Education and Training
PE:	Physical Education
PDM:	Personal Development Movement
SP:	Senior Phase
C2005:	Curriculum 2005
NSB:	National Standards Board
LO:	Life Orientation
DoE:	Department of Education

SPSS: Statistical Package for Social Sciences

SBA: School Based Assessment

DEDICATION

This study is dedicated to the following people:

My father Thomas, Losabe Kodisang who played a key role in my achievement thus far and to the memory of my late mother, Mrs Dorothy Sekenkeng Kodisang, a very dedicated woman who was my friend and confidant. She showed me how it feels to feel the sky within my reach.

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ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The National Curriculum Statement (NCS) is a strategy manuscript in education that makes ample stipulation for support and flexibility in the curriculum of South African schools. The aim of this policy is to build a national scheme of education and training. This is in recognition of the need to transform an inequitable and divided educational system inherited from the Apartheid era and to provide the platform for knowledge, skills, innovation and growth for the 21st century. It is about the adjustment of all learners with barriers to learning and to improve the teaching and learning practices in South Africa's Education System (DoE, 2002). The White Paper 6: "Building an inclusive education and training system" (DoE, 2001), focuses on the importance of providing support to learners. The support in schools should focus primarily on the educators whose function will be to support the learning process by identifying and addressing barriers to learning and to participate actively in the school system and accessing support from the community (DoE, 2001).

In contrast to the vision of the Department of Education, there might be an element of resistance to change or the time frame to effect change poses a huge challenge in schools. For instance, the learners have complained about the terminology, for example, calling a teacher an educator. Leaving school as a result of not understanding the OBE syllabus has major implications for the individual, the education system as well as society as it will increase unemployment and crime rate. This study focuses on the challenges experienced by teachers and principals during the implementation of the NCS at the secondary school level. The researcher critiques the possible professional development plans for teachers and makes suggestions that could help to overcome the challenges faced by teachers and more importantly, their learners.

1.2 BACKGROUND OF THE STUDY

Before 1994, South Africa had been ruled by the National Party. The ruling party had introduced the Apartheid System whereby the citizens were separated racially, geographically and ideologically. The legacy of Apartheid continued to be felt in the education system. South Africa had nineteen different educational systems. Resources were unequally distributed. The white

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schools and colleges were well resourced whereas the black schools were poorly resourced. The unequal distribution of resources had negatively affected teaching and learning in black schools. This was enforced by the Bantu Education Act (1953) which had led to inferior education, unequal distribution of resources, poor teacher training and unacceptable teacher-learner ratio. The Correspondence College Act (1981) also had a bad impact on the black learners (DoE, 2003a: 1).

After the democratic election of 1994 in which the African National Congress (ANC) took the government of South Africa, the government had many challenges. The legacy of Apartheid began to be felt in the education system and to overcome this, the new government had to introduce one system of education for all the citizens of South Africa and the National Education and Training Forum began a process to lay the foundation for a single core syllabus (DoE Grade R – 9, 2002: 4).

The life long learning through a National Curriculum Framework Document (1996) was the first major curriculum statement of the democratic South Africa. It was informed by principles derived from the White Paper of Education and Training (1995), the South African Qualifications Act (No. 58 of 1995) and the National Education Policy Act (No. 27 of 1996). In terms of the White Paper, it emphasised the need for major changes in Education and Training in South Africa. It also stressed the need for a shift from the traditional and objective approach to Outcomes - Based Education. Curriculum 2005 and its implementation was reviewed by the Ministerial Committee in 2000. The review committee recommended the strengthening of the curriculum streaming, its design futures and simplifying its language through the production of amended National Curriculum Statement (DoE, 2003b: 5).

The revision of Curriculum 2005 resulted in a Draft Revised National Curriculum Statement for Grade R – 9 (schools). The Draft Revised National Curriculum Statement Grade R – 9 was made available for public comments on 30 July 2001. It was then revised in the light of public comments during 2001 – 2002. The Revised National Curriculum Statement is a streamlining and strengthening of Curriculum 2005 and affirms the commitment to Outcomes - Based Education (DoE, 2003: 5).

There were lots of challenges encountered on the implementation of Curriculum 2005. Teachers were complaining about the workload and it had a lot of paperwork, more than contact time with learners. It also had 66 Specific Outcomes. Learners complained about the new terminology, for instance, subjects are called Learning Areas, teachers are now called educators and principals site managers. This now confirms that there are inconsistencies that need to be corrected. The Minister of Education has recently announced that a new system of education will be introduced in South Africa from January 2011 called Curriculum Assessment Policy Statement (CAPS).

1.3 STATEMENT OF THE PROBLEM

The effectiveness of NCS is seriously impaired due to its flawed implementation. The main problem is to investigate the challenges which the teachers are encountering in the implementation of the NCS, ever since the implementation of the NCS every year the Minister of Education complains about the high failure rate of learners, especially in rural schools. What could be leading to this high failure rate?

When the National Curriculum Statement was introduced it deliberately intended to overturn the legacy of Apartheid and prepare South Africa for the 21st century. However, the question is whether the teachers were ready to implement this new system, were they really well trained to accomplish the mission of the NCS? Were the schools well resourced with the relevant materials for implementation to be successful?

The decision to develop the NCS Grade 10 – 12 was taken by the Council of Education Ministers on 22 October 2001. The social transformation in education was aimed at ensuring that the educational imbalances of the past were redressed and that equal opportunities were provided for all sections of our population (DoE, 2003b: 7).

Teachers who are expected to implement the NCS were not thoroughly trained or empowered to do the job effectively. Empowerment is the process of providing people with the opportunity and necessary resources to enable them to believe and feel that they understand their world and have the power to change it (Carl, 1995: 5). Teachers were only given an advocacy for a week or two and they were expected to do miracles on the implementation of the NCS. Schools were not provided with the necessary materials to make teaching and learning successful.

Teachers had to rely on their old teaching methods because they lack new skills for the new education system to prosper without any challenges. Do teachers get enough support from their seniors like Subject Advisers and departmental officials? Are the parents who should be involved in the learning of their children, really aware of the new system?

1.4 RESEARCH QUESTIONS

This study is guided by the following research questions:

1 What are the main challenges experienced by teachers and principals when implementing the NCS at secondary school level?

2 What are the possible professional development plans for teachers as follow-up support activities?

3 What are the possible solutions to overcome the challenges principals are facing with the implementation of the NCS?

1.5 RESEARCH AIMS

The main purpose of this study is to find out the challenges faced by teachers during the implementation of the National Curriculum Statement in Secondary Schools at Greater Delareyville Area Office. For this main goal to be achieved the following sub-goals need to be achieved first:

Sub-goal 1:

To inquire into possible professional development plans for teachers as follow-up support activities and suggest possible solutions to overcome the challenges they are facing in the implementation of the NCS.

Sub-goal 2:

To find out from a literature survey what the possible solutions are to overcome the challenges teachers and principals are facing with the implementation of the NCS.

1.6 IMPORTANCE OF THE STUDY

This study is significant in several ways:

- The study will suggest strategies that will help to improve the implementation of the NCS.
- The study will show that there is a need for educational authorities to invest significant resources in schools for implementation to run smoothly.
- To help raise awareness and help in the development of policies regarding the implementation of the NCS.
- It is hoped that by diagnosing the problems experienced by teachers during the implementation of the NCS this will serve as a basis for programmes aimed at assisting the teachers who are involved in the process.

1.7 DEFINITION OF BASIC CONCEPTS

Curriculum: According to Cheng (1987), curriculum is defined as a specific set of activities, skills and knowledge to be delivered to learners. Other scholars define it as a set of planned activities to direct the teaching of teachers and the learning of learners. Nationally, it is defined as a school curriculum or as subject curriculum at school level. According to Du Plessis, et al. (2009:37), many writers agree that the field of curriculum study is very broad and is often vaguely defined. Curriculum is a clear set of theoretical constructs or principles directing them. Courses, career education, behaviour goals and systematic approaches are typical examples of constructs which are locked up in one or more curriculum principles.

Carl (2009:27) define curriculum as a broad concept which may include all planned activities and subject courses which take place during the normal school day. It also includes after school planned activities, such as societies and sports. All these takes place within a specific system which is continuously subject evaluation and aims to lead and accompany the child to udulthood so that he/she can be a useful citizen within the community.

Assessment: is defined as a process by means of which the quality of an individual achievement can be judged, recorded and repeated (Du Plessis et al; 2009: 67).

Competence: embraces the ability to apply skills, to perform a task, to theoretically understand the task and the ability to transfer knowledge, skills and understanding to another context (Du Plessis, et al.,2009:67).

Implementation: It is defined by Pamfret and Fallen in Conelly (2008) as the actual use of an innovation or what the innovation consists of in practice. It is further defined as a distinction between fidelity (whether the innovation is being implemented faithfully as intended by the developers) and mutual end by Rand Change Agents study was further suggested that implementation is multi-dimensional consisting of materials, skills, behaviour, beliefs and understanding.

Policy: DoE,2003:17 defines policy as the implicit or explicit specification of the cause of purposive action being followed in dealing with a recognised problem or matter of concern and directed towards the accomplishment of some intended or desired set of goals.

Transformation: The process of transforming an organisation seems to differ markedly from the process of reform. According to White Paper on Transformation of Public Service of 1995 in South Africa, the Government of National Unity regards transformation as a dynamic, focused and relatively short term process designed fundamentally to reshape the public service for its appointed role in the new dispensation. The government's main objective is to transform the education system from the discriminating education to a democrative system, education that will promote life-long-learning, equity, access and quality assurance (Carl, 1995,17).

1.8 DELIMITATIONS OF THE STUDY

The concept "delimitation" means defining the limits or boundaries of a particular study. The study is limited to the Greater Delareyville Area Office. The field of study is curriculum development and management. The study is delimited to an investigation of challenges faced by teachers during the implementation of the National Curriculum Statement.

1.9 LIMITATIONS OF THE STUDY

This study has its limitation because of its small sample that has been used; only one education area has been selected from five education areas in the R.S. Mompati District. Also only one educational region was selected from the five regions of the North West Province. Conducting a study in this area was time saving and cost-saving. Thus, the results can not be generalised to a wider population. Financial constraint is another limiting factor. This last factor include the time factor which prevented the researcher from doing the work during working hours. The researcher used the spare time to ask teachers to complete the questionnaires and the principals were interviewed at their convenient time.

1.10 CHAPTER DIVISION

This study is divided into five chapters which are indicated below:

CHAPTER 1
This chapter deals with the background, orientation, introduction and statement of the problem.

CHAPTER 2
The chapter focuses on literature review, dealing with the challenges faced by the teachers durin the implementation of the National Curriculum Statement in selected schools.

CHAPTER 3
This chapter deals with the research design and methodology. Issues of ethical considerations an trustworthiness of the study are also considered.

CHAPTER 4
Chapter four reflects on data analysis and interpretation and recording of the findings.

CHAPTER 5
The final chapter presents the summary of the findings, discussion and critique of the findin; recommendations and conclusion.

CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

The main objective of this chapter is to give a brief review of the implementation of the National Curriculum Statement. The National Curriculum Statement is the new system of education which was introduced in South Africa to address the legacy of the former Apartheid system. The aim is to review the opinions of different scholars about how the new curriculum is supposed to be implemented.

In November, 2008, Grade 12's wrote the first National Senior Certificate examination based on the new curriculum introduced at Grade 10 level in 2006. During her speech in releasing the Matric results in 2008, the then Minister of Education, acknowledged that with a pass rate of 62.5%, widespread criticism "largely for our failings in implementation and interpretation" was justified (DoE, 2008). A year later the pass rate dropped to 60.7%. The picture looks bleak if one bears in mind that these are results of 56,351 out of the 589,912 candidates who wrote the examination. The 2008 examinations could not be reported because they "either missed one or more components of the examination or failed to produce the school-based assessment and hence were not resulted" (DoE, 2008: 8).

Furthermore, the 2008 School Based Assessment moderation report by Umalusi (the Council for Quality Assurance in General and Further Education and Training in South Africa) highlighted "the poor quality and standard of the tasks set by teachers; the low validity of internally set assessment tasks; the unreliability of marking instruments and the discrepancies in allocation of marks; and the unbalanced weighting of the cognitive demand and difficulty of the tasks" (DoE, 2009: 10). Umalusi's conclusion regarding the quality of the 2009 National Certificate assessment and examination was that much more needs to be done to improve the quality of SBA. Two areas in particular must be attended to: monitoring to ensure that SBA is conducted and conducting checks for compliance, and in-service teacher training and support with regard to the development of valid tasks of good quality (DoE, 2009: 19).

2.2 THEORETICAL FRAMEWORK

The following section is a brief description of some of the theories related to the implementation of the NCS. The focus is mainly on the constructivist (Piaget and Vygotsky) and functionalistic theories (Thorndike and Skinner) and their implications for the implementation of the National Curriculum Statement in secondary schools.

2.2.1 Constructivist Theory

Constructivism is a view of learning based on the belief that knowledge is not a thing that can be simply given by the teacher in front of the room to students in their desks. Rather, knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge. Jean Piaget and Lev Vygotsky are known for the contribution made towards constructivism (Donald, et al., 2002: 84).

Constructivist teaching believes that learning occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners.

2.2.1.1 Piaget's Theory

This theory postulates that children are born with few sensory motor schemata, which provide the framework for their initial interactions with the environment. The number of schemata available constitutes the cognitive structure. Although intellectual development is continuous during childhood, Piaget identified four major stages of Intellectual Development:

1. Sensory motor in which the children deal directly with the environment through their innate reflexes.
2. Pre-operational, in which children gain rudimentary concepts formation.
3. Concrete operational in which children are oriented or taught to solve problems in their immediate experiences and
4. Formal operational in which children can ponder completely hypothetical solutions (Piaget, 1966).

Piaget believes that educational experiences must be built around the learner's cognitive structure, and that they require different kinds of learning materials. If only learning experiences are completely assimilated to a child's cognitive structure, learning can take place. For learning to take place, experience should be partly known and unknown. The known part will be assimilated and the unknown will be accommodated to the child's structure.

Thus, for Piaget, optimal education involves mildly challenging the experiences for the learners so that dual processes of assimilation and accommodation take place to provide intellectual growth. In order to identify these, a teacher must know the level of functioning of each child's cognitive structure. In OBE we can compare this to baseline assessment.

Assessment standards are criteria that provide evidence of what the learner should know and be able to demonstrate at the specific grade. They embody the knowledge, skills and values required to achieve learning outcomes. Assessment standard within a learning outcome collectively show how conceptual progression occurs from grade to grade (Booysen& Du Plessis,2008:55).

2.2.1.2 Lev Vygotsky's Theory

According to Vygotsky, social interaction is essential for children's cognitive development. Vygotsky introduces the notion of the 'zone of proximal development', which he defined as the difference between a child's "actual developmental level as determined by independent problem solving" and their "potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Shayer & Adey, 2002: 5).

Instruction is effective, according to Vygotsky, "only when it proceeds ahead of development, when it awakens and arouses to life those functions that are in the process of maturing or in the zone of proximal development". Thus, children can be brought to the upper limits of their potential development when they interact in particular ways with people (or other support for learning) in their environment (Shayer & Adey, 2005).

2.2.2 Functionalist Theory

Functionalist theorists define learning as a relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice. Their assumptions are:

- Learning is indexed by a change in behaviour. That is, the result of learning must be translated into observable behaviour.
- This behavioural change is relatively permanent. That is, it is neither transitory nor fixed.
- The change in behaviour need not occur immediately following the learning experience.
- The change in behaviour potentially results from experience or practice.
- The experience or practice must be reinforced (Jardine, 1998).

Pavlov, Thorndike and Skinner are all advocates of the behaviourist theory. Behaviourist theorists use measurable performance to make inference about learning, memory and forgetting and other educationalists have to develop and refine the measures used to make these inferences.

2.2.2.1 Thorndike's Theory

Thorndike would have an orderly classroom with the objectives clearly defined. These objectives must be within the learner's response capabilities and they must be divided into manageable units. Learning must proceed from simple to complex (Thorndike, 1912).

The major notions of his theory are connectionism and trial-and-error learning. The connection referred to is the neural connection between stimuli (S) and response (R). Emphasis is on bringing the correct stimuli. Incorrect responses are to be corrected immediately so that they are not practiced. Therefore continuous assessment and examinations are important. They provide the teacher and the learner with feedback concerning the learning process. Trial and error refers to the strengthening of stimulus and response through practice (Thorndike, 1912).

Assessment guidelines of OBE also guide to assess learners continuously not only during examination time. Continuous Assessment (CASS) is a process of gathering valued and reliable information about the performance of the learner on an on-going basis, against clearly defined criteria, using a variety of methods, tools, techniques and contexts. The CASS is school-based and consists of practical work, written tasks, tests, research and any other task particular to that learning area. The form of assessment used should cover a full range of skills, knowledge attitude and values (SKAV) in the learning and teaching experience. The evidence of this assessment is collected into learners' portfolio (DoE, 2002:14).

Thorndike teachers make the learning situation resemble the real world as much as possible; they use positive control in the classroom and avoid lecturing but prefer dealing with learners on a one-to-one basis (Shaffer & Kipp, 2007:250-280).

2.2.2.2 Skinner's theory

Skinner too prefers objectives to be defined behaviourally. He would insist that the course on objectives be completely specified before teaching begins.

The major notions of this theory are respondent conditioning and operant conditioning. Respondent conditioning emphasises the importance of the stimulus in eliciting the desired response. On the other hand in operant conditioning, the emphasis is on the response (Skinner, 1963). The stimuli associated with responses were not as important for Skinner as they were for Thorndike. Skinner was more interested in the responses as they occur naturally; or if they do not occur naturally, shaping them into existence.

As with Thorndike, motivation to Skinner was only important in determining what will act as reinforcement for a given student. Like Thorndike, Skinner stressed the use of extrinsic reinforcement in education. For the Skinner teacher, the main function of education is to arrange reinforcement contingencies so that the behaviour that has been deemed important is encouraged (Shaffer & Kipp, 2007:288-290).

2.2.3 Constructivist and functionalist theory in OBE

The behaviourists and constructivists believe that education must be individualised. Piaget in his theory believes that the ability to assimilate varies from child to child and that educational material must be made to each child's cognitive structure. The behaviourists state that reinforcement must be cognitive or appropriate behaviour and the proper dispensing of reinforcement needs a one-to-one relationship between the student and the teacher-programmed educational material. Although all these other theories play a role, constructivism plays the major role.

As NCS is Outcomes-based when OBE was introduced in South Africa, its principle was that, it will be possible to measure what the learners are capable of doing. When assessing, learners are to demonstrate the skills through certain tasks like writing a project report, analysing a case study,

making presentations and many others. OBE also requires understanding the content by extending the meaning, competence beyond the skills and ability to execute structured tasks in a certain learning area. This is related to the functionalist theory in which high emphasis is placed on discovery learning (DoE, 1999, 9).

The OBE principle is the conceptual progression of context. All the outcomes and assessment standards should be described in terms of these three dimensional progressions which are content, context and skill/competence (DoE, 1999, 10). OBE aligns with constructivism here; according to the Gazette, OBE will serve to:

- Determine whether the learning required for the achievement of the specific outcome is taking place and if there are some difficulties encountered.
- Report to parents and other role players on the level of achievement during the learning process.
- To build the profile of learner achievement.
- Provide information to better learning programmes.
- Maximise learner's access to knowledge, skills, attitudes and values defined in the National Curriculum Policy (DoE, 1999: 11).

Prominent evaluation theorists differ widely in their views of what evaluation is and how it should be carried out. According to Donald et al (2002:98), the school curriculum has focused on the importance of knowledge, skills and understanding whereby emphasis is mainly on the acquisition of transferable skills instead of specialist subject knowledge. This shift has an impact on teaching and learning methods. They also believe that assessment requires a new view of how learners acquire and use knowledge. Effective learning requires that students link and connect ideas for abstraction and for reflecting on alternatives.

Cognitive researchers are calling for assessment that requires sustained work, engages learners as both investigators and critics align performance with expectations for success in the field (Donald et al., 2002: 99). In some instances these assessments become an integral part of instruction rather than a stand-alone examination.

To conclude, it is the cognitive domain that has influenced teaching and learning in OBE. The idea that the teacher's role is to facilitate learning is an important principle of OBE.

Constructivist teaching believes that learning occurs as learners are actively involved in the process of meaning and knowledge construction rather than passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners (Donald et al., 2002:86).

2.3 PARADIGM SHIFT TO A NEW UNDERSTANDING OF PLANNING AND TEACHING

For NCS to be implemented effectively the following points should be taken into account (Booyse & Du Plessis, 2008,31):

- Plan learning programmes based on what you should be able to do, know and understand. Include cross-curricular intergration of knowledge and skills to prepare learners for real life.
- Teach to provide learning experience and guide support, mediate and facilitate the learners and learning with critical thinking, reasoning, reflection and action.
- Assess in a continuous, formative and summative way. Cover a broad range of assessment standards, including understanding, skills, knowledge, attitude and values.
- Enable learners to develop knowledge, understanding, skills, activities and values based on interaction between educator, learner, context and content. Use a variety of approaches for different learning styles.

2.4 CURRICULUM CHANGE

A change in curriculum was the starting point in undertaking educational changes that would fit into the new political dispensation. A new curriculum called Curriculum 2005, with Outcomes-Based Education as a method of delivering this new curriculum, was introduced. The intention was to help express the country's Constitution in the classroom. OBE, therefore, embodies the principles of non-discrimination, democratic values and fundamental human rights. The aim of OBE was to activate the minds of young people so that they would be better able to take part in the country's economic and social life. All learners have to be assisted to achieve their maximum

ability. The broader aim of OBE was to help remove the discrimination of the past and to prepare learners to function better in the new South Africa (DoE, 2002,1).

OBE is not only concerned with the learners' development in terms of what they know (knowledge), but also in terms of what they can do (their skills), and what they believe (their attitudes and values). Learners had to play a much more active role in their own education with teachers assuming the role of facilitators. Curriculum 2005 (C2005) was introduced in 1997. It was the aim of the new curriculum to encourage teachers to be socially and politically critical and responsible. The teacher was further expected to be professionally competent and in touch with current developments, especially in their areas of expertise. Teachers were also encouraged to be open to the views and opinions held by learners that may be different from their own views. Whereas in the past teachers focused only on their areas of specialisation, the new curriculum expected teachers to integrate other learning areas in their teaching (DoE, 2002:3).

2.5 THE NATIONAL CURRICULUM STATEMENT

The National Curriculum Statement (NCS) was introduced with the aim of strengthening C2005. It became an official government policy in 2002. NCS was implemented for the first time in Grade 10 in 2006 and grade 11 in 2007. NCS was introduced in grade 12 in 2008. The New Curriculum Statement is a foundation for the achievement of goals laid out in the South African Constitution. It provides the standard of work and content for each subject, referred to as a Learning Area. Its policy document includes background principles that underpin the curriculum, the design features, information on inclusive education, and assessment for each subject. The NCS is a product of the review of Curriculum 2005, which provided the basis for the development of the Revised National Curriculum Statement (RNCS). The NCS consists of 29 subjects referred to as Learning Areas (LAs) (DoE, 2005:4).

2.5.1 Principles of the National Curriculum Statement
The NCS is based on the following principles: social transformation; high knowledge and high skills; integration and applied competence; progression; articulation and portability; human rights; inclusivity; environmental and social justice; valuing indigenous knowledge systems; as well as credibility, quality and efficiency(DoE, 2003:5).

2.5.2 Features of the National Curriculum Statement

The NCS has specific design features that aim to help teachers to develop their learners' knowledge, skills, attitudes, and values. These features are:

2.5.2.1 Learning Outcomes (LO)

According to the NCS (DoE, 2003:7), a Learning Outcome is a statement of an intended result of learning and teaching. Learning Outcomes are specific to a subject and describe what knowledge, skills, values, and attitudes learners are expected to acquire by the end of an encounter. A Learning Outcome is derived from the Critical and Developmental Outcomes.

2.5.2.2 Critical Outcomes (CO)

The Critical Outcomes describe the kind of citizen the education and training system should aim to create (DoE, 2002:10). Both the Critical and Developmental Outcomes were inspired by the Constitution, and they underpin the Learning Outcomes.

The Critical Outcomes, as mentioned in the Revised National Curriculum Statement (DoE, 2002:11), envisage learners who will be able to: identify and solve problems and make decisions using critical and creative thinking; work effectively with others as members of a team, group, organisation and community; organise and manage themselves and their activities responsibly and effectively; collect, analyse, organise, and critically evaluate information; communicate effectively using visual, symbolic and/or language skills in various modes; use science and technology effectively and critically showing responsibility towards the environment and the health of others; and demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

2.5.2.3 Developmental Outcomes (DO)

The NCS (DoE, 2003:2) states that the Developmental Outcomes prepare learners to be able to: reflect on and explore a variety of strategies to learn more effectively; participate as responsible citizens in the life of local, national and global communities; be culturally and aesthetically sensitive across a range of social contexts ; explore education and career opportunities; develop entrepreneurial opportunities; since both the Critical and Developmental Outcomes are derived from the Constitution and they are the same for all the Learning Areas. The NCS has 7 Critical Outcomes and 5 Developmental Outcomes.

2.5.2.4 Assessment Standards (AS)

According to the NCS (DOE, 2003:7), Assessment Standards are criteria that collectively describe what a learner should know and be able to demonstrate at a specific grade. Assessment in the NCS is an integral part of teaching and learning. Every Learning Outcome has a set of Assessment Standards for a specific grade. They describe the minimum levels of expected achievement that learners must have at the end of a specific grade and they show the conceptual progression from grade to grade.

2.6 IMPLEMENTATION OF THE NEW CURRICULUM

After the democratic election of 1994, the National Education and Training Forum revised the national syllabi which had 19 different education departments and it laid the foundation for a single national core syllabus. The South African Qualifications Act 52 of 1995, and the National Policy Act 27 of 1996, had directed a framework for the educational reform. The following stakeholders participated in the debate of the unification of education and training: Congress of South African Trade Unions, National Education Policy Council, Private Sector Education Council, The National Training Board and the African National Congress (DoE, 2003: 4). They concentrated mainly on the following needs which had to be improved:

- To change the idea of mental work is more important than manual work.
- Academic education should be valued more than technical vocation.
- The intention was to close the gap between what is delivered in schools and what the workplace needs.
- They aimed at achieving equity in the quality of education, learning resources and access to education.
- The national productivity had to be improved for international competence.

COSATU has assisted the ANC to form the proposed NQF which had to be a single national framework that brought together all education and training under one authority. A draft bill was published in June, 1995, and in October of the same year an Act was passed and SAQA was established. The SAQA had to govern, manage and recognise all the education and training qualifications in South Africa. The NQF intended to promote equity, access and flexibility in all what is done in the country aiming at developing citizens.

C2005 was introduced although it had its own challenges when it was implemented. It is an Outcomes-Based Education. Therefore, the then Minister of Education, Professor Kader Asmal, asked for its review on the design, structure and implementation (Jansen, 1998: 323-329).

2.7 LEARNER-EDUCATOR SUPPORT MATERIAL

In May 2001, the Review Committee of C2005 recommended that the principles of OBE should be retained and further indicated that principles of social justice, human rights, healthy environment and inclusivity should be strengthened. It further recommended that the language and design of the curriculum should be simplified and streamlined. It also made recommendations of learner-educator support material, educator orientation and development, provincial support and feasible time frame (Jansen, 1998: 325).

The revision of C2005 brought forward RNCS for Grade R-9. The RNCS clearly intended to prepare the learners to be ready when they exit the GET to be absorbed at the workplace or to be ready for tertiary education. Du Plessis et al, 2009 stated that until 2001 the GET policy related to the certificate would prevail. Thereafter the GET was aligned to the RNCS. In FET, Grade 10-12, report 550 would be replaced by NCS, Grade 10-12. A comparison of the NCS document shows that they are similar. The NCS has three key design features which are applied from Grade R-12. These features are critical and development outcomes, learning outcomes and assessment standards.

The structure of the NCS Grade 10-12 consists of an overview document, the qualification and assessment policy framework and the subject statement. Du Plessis et. al (2009) stated that the demarcation of learning fields for Grade 10-12 took into account GET and FET Bands. The subjects are grouped as follows:

- Language
- Arts & Culture
- Business, Commerce, Management and Service Studies
- Manufacturing, Engineering and Technology
- Human and Social Sciences and Languages
- Physical, Mathematical, Computer, Life and Agricultural Science

The principles of OBE as indicated by DoE (2003:7) are clarity of focus, designing down, expanded opportunities and high expectations.

Meier (2002:12) believed that for learners to be developed certain educational opportunities are needed. The following factors had been identified by Meyer, Mojo and others in Meier (2002) those that influence the success of education in most parts of South Africa: unequal allocation of resources; separate schools for pupils racially grouped, gender, religion and others; politicisation of schools; ineffective leadership; resistance to change; the school climate (hidden curriculum); institution not having the ability to change (resources, skills, knowledge) and extra curricular activities. According to Jansen (1999), the implementation plan was poorly structured. The implementation of OBE occurred on a fragile and volatile context whereby the society was changing and it was under-resourced. The implementation time was forced whereas the human and financial resources were limited.

2.8 EDUCATION STAKEHOLDERS

Jansen (1998:322) stated that the Minister of Education had launched C2005 on 24 March 1997 in Cape Town. The National Department of Education indicated to schools and its allies that from January 1998 OBE would be implemented. He further indicated that the following stakeholders participated in the translation of OBE into a workable unit of information for teaching and learning, to begin: committees of department officials; curriculum developers; subject specialists; teachers; lecturers and trade representatives of foreign observers from Scotland and Australia. The expected outcomes encouraged content coverage; what learners should attend to; assessment should be on specific goals and accountability is also measured.

According to Jansen (1998: 327), OBE would not succeed in South Africa because it was politically driven and did not consider the realities of classroom life. It also undermined the learning environment in schools and classrooms of the new South Africa.

He outlined some major reasons which would lead to its failure:

- He indicated that the language of OBE is complex, confusing and contradictory in certain instances. He gave an example of the concept "outcome" one must understand competencies, unit standards, learning programme, curriculum assessment criteria,

equivalence, bands, levels, phases, curriculum framework and how they relate to South African Qualifications Authority (SAQA), the NQF, National Standard Bodies (NSB) and many others (Jansen, 1998: 323).

- OBE has changed meaning of other terms like "essential outcomes" in the White Paper are called "Critical Outcomes". He further talks about the maze of jargons and tortured definitions which are intimidating. He felt that the language of OBE and associated structures are too complex and inaccessible for most teachers to understand the politics in the classroom situation.

- He further indicated that when OBE was implemented in South Africa its policy was associated with economic growth. It was expected that the economy would grow by 6% and it would assist in the high rate of unemployment. The economy of South Africa is growing at 3% which is difficult to create jobs. "OBE is regarded as a facilitating human resource development and potentially contributing to a vibrant economy" (National Curriculum Development Committee as quoted by Jansen 1998: 334). He further indicated that this statement was misleading. This OBE policy misguided and misinformed teachers and the public (Jansen, 1998: 325).

- He also mentioned that OBE would fail in South Africa because it was based on flawed assumptions about what happened inside the school, how classrooms were organised and the kind of teachers that are within the system. What is needed in the OBE policy, its understanding of its theoretical underpinning and to demonstrate its capacity to transfer what was applied into different contexts. To support that, Jansen gave an example of Vital and Jansen (1998) about the teachers' submission that was sent to the Association of Mathematics Educators in South Africa (AMESA), who wanted to know if "objectives" differ from "outcomes". This showed that the teachers needed more time and further clarification or more training before OBE could be implemented. Regardless of this confusion of teachers, the Department of Education emphasised that OBE would be implemented in 1998 in most provinces even though teachers requested that they should be given more time and training.

2.9 CONCEPTIONS OF CURRICULUM EFFECTIVENESS

According to Cheng (1987: 26), curriculum is defined as a set of activities and content planning at individual level, programme level or whole school level which informs teachers' teaching and

learners' learning. It may be defined narrowly as a specific set of knowledge, skills and activities to be delivered to students. It may be further defined as national curriculum at the nation level or as subject curriculum at the school level. He further indicated that for the effectiveness of the curriculum the following factors should be considered:

- It must interact with the teacher competence in order to facilitate teacher performance.
- To help students gain learning experience which is relevant for their characteristics.
- Produce educational outcomes even though there are problems of national goals, school management, subject content, educational technology and resources.

Cheng (1994: 27), indicated that curriculum change should be approached from an individual, programme or school level in order to fit teacher competency and student characteristics. If teachers are competent it becomes easy for curriculum change to be planned and it becomes easier for the administrators and external experts to implement it.

- **Simplistic change approach**

  Curriculum should be developed or changed at the individual level or the school level to fit in with teacher competence, student characteristics in addition to it's consistency with school goals.

- **Strategic management as a change and development mechanism**

  Cheng (1994) indicated that the above is a process which can keep school as a whole, matched appropriately to its environment, improve a school performance, achieve school objectives and fulfil the school mission. The strategies are listed below:

  - Enviromental analysis
  - Systematic planning and structuring
  - Appropriate staffing and directing
  - Constructive evaluation and controlling

- **Leadership for effective curriculum change**

  According to Cheng (1994), leadership is responsible for initiating and maintaining the strategic management process in schools. Leadership is also responsible for facilitating instructional activities and co-ordinating curriculum across the individual, programmes and school level for ensuring congruence through defining the school mission and goals, managing the instructional programmes and promoting positive school learning climate. Successful curriculum change involves inevitable transformation of teachers' behaviour, skills, motivation, conceptions and believes about management, teaching and learning.

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Transformation leadership is also important in the process of curriculum change and teacher development.

- **Teacher development approach**

  It is important to develop teacher competence to meet the demands of the curriculum.

- **Dynamic curriculum change**

  It also becomes easy to develop the curriculum if the implementers are fully involved in the process. For curriculum change to be effective, administrators, external experts and teachers should participate on planning and decision making. According to Cheng (1987), it is important for teachers to participate on planning and human resources should be provided to increase their experience, knowledge and skills. Different expertise is needed to produce high quality decisions and plans. The following must be encouraged: responsibility, accountability, commitment and support during implementation. Team work and organisational integration should be promoted in schools. There is a need for professional development and enriched individuals and groups in their professional experience. Provide them with the necessary information to avoid technical and psychological resistance.

- **Importance of teacher participation**

  Cheng (1994,33) further indicated that teacher participation is strongly emphasised in effective schooling and educational change. Also in planning and managing curriculum change either at individual level, programme level or the whole school level, teacher participation, parents, students or alumni where possible may make the following:

  - Provide important human resources in terms of participants' time, experience knowledge and skills for better planning and implementation of curriculum change;
  - Produce high quality decisions and plans of change by involving different perspectives and expertise;
  - Promote greater responsibility, accountability, commitment and support to implementation and results of curriculum change;
  - Develop meanings development or build culture which contribute to team spirit and organizational integration in school;
  - Provide opportunities for individuals and groups to enrich their professional experience and pursue professional development;

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- Provide more information and greater opportunities to overcome technical and psychological resistances and change ineffective practices at different levels;
- Help to ensure congruence between curriculum change and teacher development and across levels, which is critical effective change;
- Participation is an important value or right for those concerned.

If the above approaches were taken into account and teachers were given enough chance to participate in the planning of the National Curriculum Statement, its implementations would not have had barriers. It is very important for teachers as implementers to be developed before the real implementation starts and before the Department of Education rushes to implement it. The Department of Education should have been sure of the necessary resources which were needed for the successful implementation of NCS.

2.10 IMPLEMENTATION OF THE LIFE ORIENTATION PROGRAMME OF THE NEW CURRICULUM IN SOUTH AFRICA

Prinsloo conducted a research about the implementation of Life Orientation (LO). He gathered information from teachers and principals through semi-structured questionnaires and interviews. He defined LO as the study of self in relation to others and to society (Prinsloo, 2007:155). It is further defined that it applies to holistic approach and is concerned with the personal, social, intellectual, emotional, motor and physical growth and development of learners and the way in which these dimensions are interrelated and expressed in life. It guides and prepares learners for life and for its responsibilities and possibilities. It equips learners to solve problems, to make informed decisions and choices regarding appropriate actions to enable them to live meaningfully and successfully in a rapidly changing society (DoE., 2003: 22).

Prinsloo (2007: 158) mentioned that LO in Grade 10-12 focuses mainly on four areas but are integrated across the Assessment Standards:

- Personal well-being.
- Citizenship education.
- Recreation and physical activity.
- Careers and career choices.

Prinsloo stated that LO intended to equip learners mentally and emotionally. It prepares learners culturally, socially and economically. It further prepares them to be responsible citizens. Prinsloo further stated that the following challenges need to be considered when LO is intergrated into the school curriculum, professional background and educational levels of teachers in urban and rural areas (Prinsloo,2007:158).

Prinsloo (2007) further stated that teachers had to be adequately trained in order to understand the content, aims, outcomes and didactics of the LO programme. He further advised that the expectations and involvement of parents and all stakeholders need to be considered because their lack of support can sabotage a well intended programme.

Prinsloo (2007) further highlighted the following challenges as experienced teachers and principals when implementing LO in schools:

- Lack of value system
- Lack of parental involvement
- Community influence
- Lack of proper role models in teaching staff
- Difficulties with the policies of the Department of Education
- Training of LO teachers
- Issues of cultural diversity

On his study Prinsloo (2007:164) discovered that teachers were trained on one to three days short courses on the content and the aims of the programme. He further stated that their trainers had little teaching knowledge, little knowledge of didactic methods and current conditions in schools and classrooms. Teachers do not have the sources of information to show the learner what the world needs. He further indicated that teachers in rural schools were ill-equipped to cope with what the LO programme needed.

The researcher had taken LO as an example of NCS Learning Area to show the problems which teachers and principals are facing when implementing NCS in schools. Lack of training for teachers, shortage of resources and departmental policies are also posing challenges when the teachers and principals try to implement NCS in their respective schools.

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From his findings Prinsloo stated that the other challenge of implementing NCS is that teachers struggled to understand the life world of learners in diverse cultures in the same classroom (Prinsloo, 2007,166). Learners had the problem with the medium of instruction. He further discovered that the main barriers to successful implementation of LO and other Learning Areas are lack of discipline in schools, the disruption and disintergration of family life and the decline of values and norms in communities led to lack of respect for teachers and for school rules. Severe poverty also is a barrier to teaching and learning. Overcrowding in classrooms is also a barrier to learning(Prinloo,2007:167).

2.11 TEACHERS IN CURRICULUM DEVELOPMENT: CONSEQUENCES FOR THEIR TRAINING

Vandeyar and Killen (2003:119) stated that when OBE was introduced in South African schools, teachers had to follow the new approach to planning, teaching and assessment. Many teachers were stressed because they were ill-prepared for this paradigm shift. They were mainly frustrated by the new jargons of OBE and C2005 (Jansen, 1998; DoE, 2002:2). They wanted the change to be postponed because they were not adequately trained and schools were not provided with the necessary resources for this new way of teaching. Teachers were mostly frustrated by the issues of assessment.

The RNCS Grade R-9 (schools) was released in May, 2002, which was then referred to as National Curriculum Statement (NCS). It has brought some changes in assessment in the schools. It brought a change from criteria-referred assessment to standard-referred assessment.

It worked in this way: in each Learning Area for each phase there is a set of outcomes which define what learners are expected to achieve. The phase outcomes are linked to the OBE principles which clarify the focus for each grade of schooling. It stated a set of assessment standards which explain the level of knowledge, skills and attitudes needed by the learners to show evidence that they have achieved in each phase outcome.

The phase outcomes are the same in each grade but the assessment standards differ with grades. The assessment standards are grade specific and they describe how concepts are understood for progression in each Learning Area (Vandeyar & Killen, 2003:122).

The teachers' duty is to ensure how well each learner has achieved each outcome. The National Code of NCS for reporting learner achievement needed learners to perform for each outcome in each grade to be recorded on a four point scale (excellent, satisfied, partially satisfied or not satisfied) (DoE, 2000:100).

The focus of NCS on assessment emphasised that "the main purpose of assessing learners is to embrace individual growth and development, to monitor the progress of learners and to facilitate their learning" (DoE, 2000:94). NCS emphasises the formative role of assessment and on its intergration with teaching and learning. It strengthens the C2005's idea that assessment can help students to learn, it should be seen as reinforcement (Vandeyar & Killen, 2003:123). NCS aligns itself with Thorndike's theory which regards continuous assessment and examination as important to assess learners' performance.

When defining the characteristics of continuous assessment, the NCS claims that the approach to assessment "covers all the principles of OBE" (DoE, 2000:95). It also outlined that, it is the principle of clarity of focus, designing down, high expectations and expanded opportunities. Assessment is clearly linked to outcomes and the assessment standards indicate what is expected in the demonstration of each outcome (Vandeyar & Killen, 2003:125).

According to the Department of Education the method chosen for assessment activities should be relevant for assessment standards to be assessed and the aims of assessment should be understood by all the learners and teachers involved (DoE, 2000:95). The importance of clarity of focus is reinforced through the suggestion that there should be "agreement between teachers in the same grade about what is being considered necessary to satisfy the Learning Outcomes" (Vandeyar & Killen, 2003).

In relation to the principle of expanded opportunities the guidelines suggest that "all learners do not need to be assessed at the same time and in the same way" (DoE, 2000:95) and allowing the possibility of multiple and varied opportunities for learners to demonstrate their achievement. NCS here aligns itself with the Thorndike theory whereby it encourages the use of positive control in the classroom and prefers dealing with learners on a one-to-one basis. This idea is

reinforced by the emphasis that choice involving assessment strategies are subjective "depending on the teacher's professional judgement" (DoE in Vandeyar & Killen, 2003).

They further indicated that in relation to the principle of high expectation, it is helping learners to "reach full potential" and to the idea that "continuous assessment" supports growth and the development of learners (DoE, 2000: 94-95).

2.12 NCS EMPHASISES ADMINISTRATIVE ASPECTS OF ASSESSMENT

Vandeyar & Killen (2003) stated that the NCS emphasises administrative aspects of assessment. NCS prescribes minimum requirements in assessments that are necessary for all schools to function. For instance, the NCS shows the necessary information that has to appear on report forms. The important information is that of the learners' requirements that the strength and needs should be shown of the learners.

Vandeyar & Killen (2003) also indicate that NCS suggests that assessment of learner performance should be the routine part of "monitoring the performance of the education system". It recommended that "systematic assessment" be undertaken at the end of each phase, being Grade 3, 6 and 9 within the GET Band. They also agree that the NCS used the idea of recording learners "case history" in their profiles. Educators use these profiles as tools in order to understand their learners as they progress yearly. It represents the cumulative records of learners including their personal details to emotional and social behaviour, report cards, medical certificates, assessment records and others.

Vandeyar & Killen (2003) concluded that the NCS incorporates most of the principles of assessment which are found in the OBE principles. They state that these principles account for the fundamental issues of reliability, validity and fairness. The NCS stated that the assessment should be "valid, reliable, fair, learner-paced and be flexible enough to allow for expanded opportunities" (DoE, 2000:94). Finally, they mentioned that "NCS makes an explicit link to the principles of OBE and it provides a workable standards framework. It is also stated that its major weakness is that teachers are still not provided with guidelines on the fundamental principles of good assessment practice" (Vandeyar & Killen, 2003: 133).

The researcher aligns herself with Vandeyar & Killen (2002:133) on their conclusion when they stated that teachers cannot be expected to apply assessment principles that they do not understand

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and that those who prepare curriculum change have an obligation to ensure that the principles driving those reforms are explicit and that they are explained clearly. According to Van Deventer (2008:133) educational transformation in South Africa is intended to break the cycle aimed at maintaining social and ideological control.

Change in educational systems affects teachers (Christian, 2006) and a reform through OBE promises to improve the quality of education in South Africa by guaranteeing success for all by developing ownership through decentralised curriculum development, by empowering learners through learner-centred ethos, by displacing the emphasis on the content coverage by outcomes and by making schools more accountable and responsible (Van Deventer, 2008:132). "Life Orientation is intended to guide and prepare learners for life and its possibilities. It is more concerned with the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity and career choice in order to equip learners for meaningful and successful living in a rapid changing and transforming society" (Van Deventer, 2008:132).

In his article Van Deventer wanted to determine the perceptions of LO teachers in the Senior Phase (SP) regarding the implementation of LO with specific reference to the Learning Outcomes, Physical Development and Movement he selected high schools in the Western Cape. His focus was mainly on the following:

- To determine whether schools have qualified PE teachers at their disposal to teach PDM.
- To determine whether the LO teachers in the Senior Phase has in-service training needs.
- To determine whether the school has sufficient and suitable facilities and equipment to present PTM.

Van Deventer (2008:135), in his research discovered that majority of the LO teachers were not fully qualified to teach LO which corresponds with the research done by Rooth (2005), Christian (2006), and Prinsloo (2007). He further stated that by placing teachers where they lack expertise, creates stressful situations and it also raised a number of questions for learners. They were able to see that teachers are incompetent.

Rooth (2005) in his research also found it difficult to determine the level of expertise of LO teachers. He mentioned that some teachers claimed to be qualified to teach LO. Being qualified in

LO ranged from attending a three-day HIV/AIDS course, or two hour LO workshop, to be an ex-Guidance, ex-Religious, or an ex PE teacher. As LO is a new learning area within the curriculum a rapid transition would show that it is unrealistic to expect thoroughly trained and experienced LO teachers in all schools (Rooth, 2005; Prinsloo, in Van Deventer, 2008:135).

2.13 CONCEPTUALISATION OF LIFE ORIENTATION

Van Deventer (2008) and Christian (2006) were concerned that school principals are not well informed about the proper implementation of LO. Rooth (2005) also argued that teachers do not have the same conceptualisation of LO. The main concern of these researchers were that the importance of LO can only be brought to the fore by a teacher best suited to teach it (Van Deventer 2008:126).

He also agreed that integration of the different learning outcomes of LO in the Senior Phase (SP) took place in 90% of the schools. The LO teachers who did not make integration stated that LO is regarded as an inferior subject and teachers do not see its importance (Van Deventer, 2008; 135). On the question of whether integration took place between LO and the other different Learning Areas in the SP most teachers indicated that it occurred. In cases where it did not occur the reason was the planning for each teacher differs and that they did not have the time for it due to their heavy workload (Van Deventer, 2008:136).

When responding to the question of whether enough time was allocated to the learning outcome, PDM, within the framework of LO, 60% of teachers showed that allocated time was enough. Those teachers who showed that allocated time was not enough believed that the periods allocated for LO were not enough because it only allowed coverage of the theoretical work, that the time allocated for physical activity was not enough and that PDM was not presented with limited knowledge (Van Deventer, 2008:137). The misconception regarding enough time on the school time table for PDM, showed that the LO teachers in the SP were not knowledgeable about the subject matter of the PE because most of the LO teachers were unqualified in PE. He further indicated that 40 minutes per week is not enough to address the growth and the development of the child in experienced learning.

The majority of the LO teachers were not qualified to teach LO and this was supported by the research done by Rooth (2005), Christian (2006), and Prinsloo (2007). When teachers are placed in situations where they lack expertise, they are stressed and learners also sense the incompetence of the unqualified teachers. As Rooth (2005) and Christian (2006) indicated, the epistemology and skills of the teachers who teach a Learning Area determine its status (Van Deventer, 2008: 135). To plan and present LO, teachers used themes and sub-themes which were mostly based on the assessment standards as prescribed by the NCS. As teachers did not use their own themes, it shows that they were either not qualified or that their training at HETS was lacking.

Teachers should be creative and innovative in designing learning programmes that will make the learners interested and they should also be learner friendly. This shows that teachers were spoon fed during their pre-service training programmes at HETS (Van Deventer, 2008:136). Team planning sessions and presentation of LO in SP occurred in 60% of the schools. Teachers who did not make team planning sessions, did individual planning sessions. The team planning sessions were done either weekly, per term or yearly. About 60% of the LO teachers knew how to assess PDM. About 23% of the LO teachers stated that they do not know how to develop the instrument of the development of movement rubric and movement matrixes. As most of the teachers were not qualified in PE, it became difficult for them to assess the different movement forms even though they were involved in in-service education and training courses which were presented by the WCED where they were trained in how to assess DPM (Van Deventer, 2008:137).

With regard to the question of whether teachers had specific guidelines on how to record and report learner achievement, about 96% of the teachers had those guidelines. Learners were also given feedback of their achievements, all the schools had indicated that about 71% of the teachers stated that they had shortages and needs which were necessary to teach LO at SP. Some schools did not have apparatus or equipment for PE (Van Deventer, 2008:135). About 40% of the schools indicated that they did not have inclusive education in the Learning Outcome PDM but 60% had it. The SP teachers had specified that learners with special needs in their schools were learners with learning disabilities, obesity, cerebral palsy, ataxia, teleqiactisia and also learners with physical disabilities. It was indicated that about 90% of the schools did not employ teachers with special qualifications in the SP to help the learners with special needs in LO (Van Deventer, 2008:140).

In responding to the question of whether teachers would be interested in attending an in-service workshops to learn more about the new developments within the LO, 90% of the teachers were positive. Teachers as professional people are curious and they will be interested in attending in-service training workshops to acquire more information on new developments in LO. Teachers had also indicated suitable time to attend in-service training and workshops during school days in the afternoon, during the holidays and on weekends.

2.14 PRESCRIPTION OF THE CURRICULUM (NCS)

The teachers indicated how they managed subject matter in schools where PT was presented in the old format. There was a contradiction between those who claimed to be using the old method and those who are using the curriculum (NCS) in its presentation. This shows that LO teachers lack knowledge on PE (Van Deventer, 2008:141).

On the question as to whether the LO teachers thought there was a link between the presentation of regular PE classes during formal school time and sports achievement generally within learners, teachers were positive on the educational values of participating in physical activity, sports and recreation. When responding to the question of whether achievement in sports was important at their schools, they emphasised participation in sports rather than winning.

The other extra murals done at schools as reported by LO teachers are athletics, rugby, netball, cricket, tennis, table tennis, golf, chess, cross country, water polo, biathlon, triathlon, pentathlon, squash, tug-of-war and darts (Van Deventer 2008: 141).

When teachers responded to the question of whether the school had enough facilities and equipment to present PE, sports and recreation, 72% of them responded negatively. Teachers needed netball courts, a hall, an open space outside, a rugby field and a tennis court to be able to present PE, sports and recreation.

The LO teachers further indicated that they had the following facilities, athletics equipment and athletic field and arena, shooting range and gymnasium.

If the school does not have the sports ground where do learners go to participate or practice in extra mural activities, 20% of the teachers responded that learners had to fend for themselves, 13% stated that they participate in sports at community centres and 10% responded that the learners participate in sports at other schools (Van Deventer, 2008:142).

Van Deventer (2008:143) concluded that "the major problems which occurred on the implementation and the presentation of LO in the SP were expects in LO (57%), time on the timetable (57%), resources (47%), subject material (37%), administration (30%), computers (30%) and others (30%).

In responding to the question related to the extent to which religion contributed to the participation in PDM, not much was contributed because children of the Muslim faith who are not allowed to participate on certain days and Muslims who fast during Ramadan.

2.14 CONCLUSION

This chapter dealt with a brief description of some of the theories related to the implementation of NCS. It had also presented an overview of different scholars on the implementation of NCS, how NCS should be implemented and why teachers are encountering problem when implementing NCS. Principles and features of NCS were also dealt with. The next chapter deals with the implementation of the research design and methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODS

3.1 INTRODUCTION

The preceding chapter discussed the theoretical framework and literature review that underpin the implementation of the National Curriculum Statement in secondary schools in the North West Province. This chapter focuses mainly on the description of the research methods applied to investigate the implementation of the National Curriculum Statement in secondary schools. It further explains the rationale behind the methods used, how the research has been conducted and the appropriate steps followed to ensure the reliability and validity of the study. Research methods refers to a design according to which the researcher chooses data collection and analysis procedures to investigate the distinguished research problem as defined by Maree (2010:34).

3.2 RESEARCH DESIGN AND METHODS

3.2.1 Research design

Research design includes approaches, choice of research area, sample size and sampling procedures. According to Yin (2009:26) research design is further defined as a "blueprint" for your research dealing with at least four problems, what question to study, what data is relevant, which data to collect and how to analyse the results. The main purpose of the design is to help avoid the situation in which the evidence does not address the initial research question. Research design deals with a logical problem and not a logistical problems (Yin, 2009: 26).

According to Mouton (2002: 55), research design is a plan or blueprint of how one intends conducting the research. The type of design used depends on the nature of the topic under investigation. The direction of the research process and the research methods are determined by the researcher's choice between a quantitative and qualitative approach, and or a combination of the two.

3.2.2 Research Paradigm (Conceptual Framework)

A research paradigm is an all-inclusive system of interconnected practices and philosophy that defines the nature of the investigation for researchers along three elements of ontology, epistemology and methodology (Terre Blanche et al., 2006: 6). The main conceptual frameworks in research are positivism, critical social research (CST) post-positivism and Interpretivism

(Henning *et al.*, 2004:17). For the purpose of this study positivism and the interpretivism have been discussed below.

3.2.2.1 Positivism

The positivist researcher adopts the philosophical stance of natural science, using objective analysis, composed creating detached analyses about gathered data in a selfless manner and emphasised structured methodology and scientific observations that utilise statistical analysis (Saunders *et al.*, 2003; 83).

3.2.2.2 Interpretivism

Terre Blanche & Durrheim (2006) maintain that the interpretive paradigm involves taking people's subjective experiences seriously as the essence of what is real for them (ontology), making sense of people's experiences by interacting with them and listening carefully to what they tell us (epistemology), and making use of qualitative research techniques to collect and analyse information. Interpretivism aims to capture the realities of participants so as to comprehend and deduce the meaning and maintain that observation is imperfect and erroneous and that all theory is amendable. Interpretivism is found in qualitative research (Henning *et al.*, 2004:19).

3.2.2.3 Quantitative research approach

Quantitative research is defined as an inquiry into social or human phenomenon, based on testing a theory of variables measured with numbers and analysed with statistical procedures in order to find out whether the foretelling generalisations of the theory is true (Fraenkel & Wallen, 2008:423). Researchers in this approach gather information in a numeric form and analyse it statistically. In this study a questionnaire has been used to collect data which was analysed statistically.

According to Yates (2002:157), quantitative research is concerned with perspective of respondents, that is how they understand the social world and the meaning they have for them that is under study. The researcher has used both positivistic and interpretive paradigms to investigate how the respondents view the world. Both paradigms have been used because the weaknesses in one approach will be offset by the strength of the other.

3.2.2.4 Qualitative research approach

Qualitative research is based on naturalistic approach and the need to understand phenomena in context. Here the researcher does not attempt to manipulate the phenomena; the research is conducted in real life situation. Its data gathering techniques are interviews and observation. Qualitative research uses different approaches to research which are unique but all context-based, real and complex (Leedy & Omrod, 2001:147). Qualitative researchers do not abridge the issues they research about but acknowledge that their studies are multifaceted and are affected by many aspects. Approaches used here engage with subjects and strive to understand all dimensions involved. The researcher here is regarded as the instrument in the research process (Fraenkel & Wallen, 2008:422). In this study, the principals were interviewed to give in-depth description about the problems they are encountering on the implementation of NCS in their schools.

3.2.2.5 The quantitative and the qualitative approaches combined

Here the researcher uses multiple approaches to collect data within a single study, recognising the limitations of using a single method. The researcher can use triangulation, surveys, observations, semi-structured interviews and documents to better understand the research problem Jick (1979). Triangulation is relevant in cases whereby any bias occurs in a distinct data source, investigation and method will be counterpoised when used with other data sources, investigators or method. When both methods are correctly applied together both approaches complement and fortify each other. For the purpose of this study, questionnaires were used to collect quantitative data and interviews were used to collect qualitative data. Therefore, all these approaches complement each other. Observation, reflection journals, literature survey and documents were also used to strengthen the researcher's argument analysis in qualitative research.

3.2.3 Population and sampling techniques

3.2.3.1 Population

The population is the target group that the investigator is interested in. It is a group to which the results of the research can be generalised. It is critical to describe exactly the target population and ensure that the properties are to be analysed and verified (Cohen & Marion, 2002:87). Babbie and Mouton (2001: 173) define a study population as an aggregation of elements from which the study is actually selected.

This study concentrated on Grade 10-12 teachers and principals of secondary schools at the R.S. Mompati District in the Greater Delareyville AO in the North West Province of South Africa. There are 20 secondary schools in the Greater Delareyville AO which formed the sample. There were 25 teachers and 3 secondary school principals which were randomly selected from these secondary schools.

Twenty principals and 153 teachers in the Greater Delareyville AO formed the target population for the research. The researcher sampled the teachers and the principals from this population to participate in the study. Simple random sampling and purposive sampling techniques were used to sample the targeted group.

3.2.3.2 Sampling and sampling techniques

Ary et al. (2006:165) describe sampling as a technical counting or measuring instrument that is employed to unravel how specific information is chosen and gathered, from which data has been drawn. This implies that all members of the population have been targeted to collect data but only representative units are identified as respondents to the specific study. A sample is a subset of the population that incorporates properties which make it a representative of the whole sample as explained. There are four methods of sampling in probability sampling which are simple random sampling, systematic sampling, stratified sampling and lastly cluster sampling.

A sample comprises individuals (subjects) who participate in the study, it is from them that data is collected. It is impossible to include the whole population in a study, the main reason being time and costs, and when the population that the researcher has to study is large, a sample is selected from the entire population. When that sample has been drawn it should be in such a way that it will be valid to generalize its results to the population (Cohen et al., 2002: 92).

3.2.3.2.a Sampling in quantitative research

For the purpose of this study, the researcher sampled teachers of Grade 10-12 learners in secondary schools at Greater Delareyville Area Office. The purpose of sampling these secondary school teachers was to find out from them what challenges they were faced with when implementing NCS. The teachers were also requested to make suggestions and recommendations as to how these challenges could be dealt with to implement NCS effectively in secondary schools. Simple random sampling was used to select teachers to complete the questionaire. There

were 153 teachers at secondary schools in Greater Delareyville but only 25 teachers were sampled to respond to the questionnaire.

3.2.3.2.b Sampling in qualitative research

This is based on non-probability and purposive sampling. Purposive sampling means that participants are selected because of some defining characteristics that make them the holders of data needed for the study. Sampling decision is made for the explicit purpose of obtaining the richest possible source of information to answer the research question. Qualitative research involves small sample size. Sampling here is flexible and often continues until no new themes emerge from the data collection process. Purposive sampling also involves settings, incidents, events and activities to be included in the data collection. There are four purposive sampling strategies namely, quota, convenience, purposive and snowball sampling (Maree, 2010: 79).

The researcher used purposive sampling as participants were selected according to the criteria which is relevant to the research question. This strategy may seriously be flawed as it may result in data not being saturated due to sample size and time available.

3.2.3.3 Sampling Techniques

There are two types of sampling techniques, probability and non-probability sampling. In probability sampling there are four methods which are simple random sampling, systematic sampling, stratified sampling and cluster sampling (Cohen *et al.*, 2002: 99 - 104).

3.2.3.4 Probability sampling

In this sample each element in the population has a probability chance of being selected. The elements are randomly selected. An objective mechanism is used in the procedure. There should be no human or subject interference in the selection process. There are four methods of sampling, which are simple random sampling, systematic sampling, stratified sampling and lastly cluster sampling (Maree, 2010:172). Twenty-five teachers and three principals were randomly selected from the 20 secondary schools at Greater Delareyville AO.

3.2.3.4.a Simple random sampling

To draw the simple random sample, the researcher must have a complete and up to date sample frame available. When a sample is drawn, each element of the population has an equal chance of being selected. The sample involves the generalisation of the results. For example, labelling papers and putting them in a box and then selecting. All the papers have an equal chance of being selected independently (Maree, 2010:172-176).

The researcher used a simple random sampling technique to select the respondents. Maree and Pieterson in Maree (2010: 172) explain that each element of the population has a chance of being selected. To draw the simple random sampling it is necessary to have a complete and up-to-date sample frame available.

The names of the 20 secondary schools were written down but only 5 schools were selected. Respondents names were put in a box, and mixed and one name was picked out at a time until names of 4 teachers per secondary school had been selected. From the selected 5 schools, 25 teachers were selected using the same method of simple random sampling as schools were selected and each secondary school was represented by the principal. The selected teachers were given the questionnaires to complete. At least each element of the population had a chance of being selected (Maree, 2010:172).

3.2.3.5 Non-probability sampling

In non-probability sampling, the likelihood of choosing particular individuals is unknown because the researcher is not informed in advance of the population size or members of the population. In this case it is not possible for the investigator to assess whether the sample will represent the particular population or not. The sampling process is reliant on the expertise or judgement of the researcher. When using this sample, the limitations in terms of representing the population and generalizing the results to the population should always be kept in mind (Maree, 2010:176-177). There are four types of non-probability sampling methods: convenience sampling, quota sampling, snowball sampling and purposive sampling.

3.2.3.5.a Purposive sampling

It is designed to generate a group that is information rich. If the sample is good the selected sample will be sufficiently knowledgeable about the phenomenon being studied and therefore should represent the characteristics of the population in a meaningful way (Ary et.al., 2006:165).

In this study purposive sampling was used to select principals who participated in the interviews. Only 3 principals were selected in this approach, that is, a special situation when the sample is done with a specific purpose in mind. In this study the principals were selected because they supervise teachers on the implementation of NCS. Their experience in teaching was also helpful to answer most of the questions in the interview.

3.2.4 Research methods

Methods of data collection

Methods of data collection refer to ways and means of collecting data. In quantitative and qualitative research, there are six ways to collect data: observation, questionnaire, interviews, tests, analysis of documents and unobtrusive measures. Quantitative approach uses numbers to describe phenomenon. For the purpose of this research, both qualitative and quantitative approaches had been used and both primary and secondary sources of data had been used. Primary data is most adequate to fulfil the aims of the research since the gathering of data is directed towards answering precisely the question raised by the researcher (Maree, 2010: 81-83).

Research tools

Drew et al. (2008, 166-167) report that the traditional and most common way of collecting data in research is the use of both questionnaires and interviews. Both these approaches require the respondents to complete a series of questions configured by the researcher. In this study these methods are found to be relevant and, as a result, they were applied to collect data from the sampled respondents in all relevant schools. These approaches are further discussed hereunder.

3.2.4.1 Questionnaires

A questionnaire is an instrument with a list of questions that respondents are requested to answer. In addition, Cohen et al. (2002:248), suggest that a questionnaire includes statements as questions in which respondents can agree or disagree with the statements. The Likert scale is a formalised

way of depicting this practice where respondents will either strongly agree, agree, disagree or strongly disagree. There is a four or five point Likert scale; the five points will incorporate neutral view from respondents (Cohen et al., 2002:248). In this study a four point Likert scale was used where respondents showed whether they strongly agree, agree, strongly disagree or disagree.

There are different types of questionnaires that subsume mailed questionnaires, telephonic questionnaires, self-administered questionnaires, hand delivered questionnaires, group administered questionnaires and internet based questionnaires (Cohen et al; 2002:248). The questionnaire had both open-ended and closed-ended questions. In this study questionnaires were used to collect data from teachers in the secondary schools at Greater Delareyville Area Office. Instead of mailing them, the researcher personally delivered the questionnaires at the selected schools, gave them to principals to distribute among teachers and after a week the researcher went to collect them. The questionnaires consisted of a series of questions printed on paper or in a booklet. It is either mailed or given to respondents. Respondents were asked to answer the questions and give the completed questionnaire back to the researcher. The researcher ensured that the target respondents are able to read and write (Burr & Doak, 2007:67).

3.2.4.1.a Development of questionnaires
According to Beazley (2004:19), developing a questionnaire is the most delicate and demanding aspect of research as it should be clear on how the questionnaire addresses the following: research objectives; problems under investigation;hypotheses postulated; aims of the study; size of the sample; data collection techniques; analysis of data collected. It is important to note that all of the above need to be borne in mind when a questionnaire is developed. The first step in constructing a questionnaire is to specify the variables by name. The variables are what the researcher is trying to measure and thus will indicate where to begin (http://www.datacollect.org).

In this study the questionnaire had one section, which was divided into subsection, which consisted of questions investigating the challenges faced by the teachers during the implementation of the National Curriculum Statement at Greater Delaryville Area Office.

3.2.4.1.b Important rules in constructing a questionnaire
Cohen et al. (2007:5) mention the following points to consider when developing a questionnaire: clarity is important; short items are preferable to long items as short ones are easier to understand;

'Double barrel' items, which require respondents to respond to two separate ideas with one answer, should be avoided; negative items should be avoided since they are miserable by most of the respondents, i.e. the negative word is overlooked, resulting in the respondent giving an answer that is opposite to his/her real opinion ; technical terms, jargons or big words should be avoided; efforts should be made to avoid biased or leading questions.

When the researcher was constructing questionnaires, she ensured that items were short and clear. Double barrel items were avoided and negative words were not used to ensure that the emotions of respondents were considered. Jargons and difficult words were not used to ensure that the respondents understood the questions because the researcher was not there when the questionnaire was completed by the teachers.

3.2.4.2 Interviews

Data gathering techniques in qualitative research are documents, observation and interviews. The researcher used the interview as a tool to collect data. Interview is seen as an interchange of views between two or more people on a topic of mutual interest. It is the centrality of human interaction for knowledge production and emphasises the social situatedness of research data. Interviews enable the participants, either interviewers or interviewees to discuss their interpretation of the world in which they live and to express how they regard situations from their own point of view (Cohen, et al., 2002: 267).

According to Maree (2010:87) interviews involve face-to-face interaction with the respondents. The respondent is a source of data required for the study and has the opportunity to provide detailed information that could not be obtained easily through the questionnaire. Cohen et al (2002:270) indicated that the interview engagement has the absolute purpose of the interviewer obtaining information from the participant during a structured conversation premised from prearranged set of questions. Interviews consist of non-scheduled structured interview, as well as scheduled structured interviews as presented by Maree (2010:87). It will be important when using interviews to create balance and ensure that there are measures developed to counter disadvantages. For the purposes of this study, interviews were employed to gather more in-depth data from a sample of secondary school principals. The researcher used semi-structured questions focusing on the objectives of the study while personally conducting the interviews.

3.2.4.2.a Advantages of interviews

- High response rate: Interviews produce a high response rate as the interviewer would have to reach out the participants

- Clarity obtained where needed: The respondent has an advantage of seeking clarity on questions from the interviewer

- Questions can be standardised: Interviews allow questions to be of a particular standard.

- Follow up questions: The researcher has an opportunity to probe further and obtain more information from the participants.

- Opportunity to correct misunderstandings: the interviewer provides the researcher with a chance to clarify any misunderstanding that might have occurred.

- Large amount of data: the researcher is able to gather a lot of data.

- Building trust: The interview environment enables the researcher to build rapport with the participants and as a result benefit by accessing more information from the respondent.

3.2.4.2.b Disadvantages of the interview

- The possibility of interviewer effect and bias: These relate to the biography of the participants

- Interviews are more costly and time consuming: Expensive in a sense that there is a lot of travelling involved and each respondent will be given individual time for the interview

- The anonymity of the respondent is compromised: The face to face simply implies that the researcher will know the identity of the respondent

- Influencing responses: there is a potential for researcher to influence responses intentionally or unintentionally and violate consistency in measurement (Cohen, et al., 2008:267-268).

The are three types of interviews : open-ended interview, semi-structured interview and structured interviews. For the purpose of this study the researcher had selected semi-structured interview to collect data from the principals of secondary schools.

3.2.4.2.c Semi-structured interview

This is mainly used in research projects to collaborate data emerging from other data sources. It requires participants to answer a set of predetermined questions. It allows probing and

clarification of answers. The researcher must be able to respond to the participant in order to identify new information directly related to the phenomenon under study, be able to explore and probe your participant back to the interview (Cohen et al., 2002:248).

3.2.4.3 Observation

Observation has also been used as principals were interviewed. They had been observed the way they respond to questions, the gestures, voices and so on. Maree (2010:83) define observation as a systematic process of recording the behavioral patterns of participants, objects and occurances without necessarily questioning or communicating with them. It is an everyday activity used by seeing, hearing, touching, smelling, tasting and also can be used to gather information.

3.2.4.4 Reflection journals

Reflection journals were also used. Notes were taken about the school situations and the general behaviour of principals.

3.2.4.5 Documents analysis

Documents analysis was also done like looking into minutes books to check how many times the principals call staff meetings, log books were also checked to find out how frequent Subject Advisors visited schools to help the teachers with the problems they encountered. The plan for school monitoring internally and externally was also looked upon. The facilities, like libraries and laboratories were also visited to check if they are there and if they are well resourced. Written data sources included published and unpublished documents, Department of Education reports, memorandum, agendas, administrative documents and newspaper articles. Documents analysis to this study included both primary and secondary sources of information. Primary sources are original source documents or unpublished data and which the researcher has gathered from the participants directly like minutes or reports. Secondary sources refer to any material like books or articles that are based on previously published works. (Maree, 2010:82).

3.2.4.6 Literature review

As indicated in chapter 2 the researcher consulted literature which is relevant to the research topic such as dissertations and theses, journals and other primary and secondary sources. These sources were consulted to acquire information regarding the implementation of NCS. This was done to

provide a critical synthesis of what has already been written by different scholars about the implementation of the new curriculum in South Africa.

3.3 DATA ANALYSIS

In this study the following approaches to data analysis were used:

3.3.1 Data analysis in quantitative research

In quantitative methods data is collected and converted into numbers for analysis. A data analysis technique chosen depends on the nature of data, and the type of research questions that are being addressed (Mouton 2002:108). The data was presented in the form of tables, graphs and percentages by the use of frequency distribution tables. In the analysis of data, statistics such as frequency distribution and percentages were used to calculate the results of this study.

3.3.2 Data analysis in qualitative research

Different ways of data analysis in qualitative research are hermeneutics, content analysis, conversation analysis and narrative analysis (Maree, 2010: 99). Data analysis in qualitative research involves reducing and organising the data, synthesising, searching for significant patterns and discovering what is important (Ary, 2008:490). The descriptive analysis involves either establishing similarities or differences between the characteristics of categories of objects, events or people or describes patterns or connections between such characteristics (Blaikie, 2003: 29).

In this study content analysis was used to analyse qualitative data. Content analysis is a systematic approach to qualitative data analysis that identifies and summarises message content. It is usually used to refer to analysis of such things as books, brochures, written documents, transcripts, news reports and visual media. It is also used when working with narratives like diaries or journals to analyse qualitative responses to open-ended questions on surveys, interviews or focus groups (Maree, 2010:101).

In this study, data obtained from tapes, transcripts, reflection journals, document analysis and observation was presented and analysed with the emphasis on the meaning as constructed by teachers and principals of secondary schools on the problems they are faced with when implementing the National Curriculum Statement at the Greater Delareyville Area Office.

The researcher used an inductive process of organising data into categories and patterns, Data was further managed by breaking it down into three stages, that is familiarisation and organisation, coding and summarising data as suggested by Maree(2010,104).

In this study a voice recorder was used to record the interviews. When the interview session was completed data recorded was transcribed by the researcher. The researcher organised data by numbering all the participants interviewed as one up to three so that their views/ideas should not be mixed. The transcribed data was then typed by the researcher. The computer was used to type the data and it was saved on Microsoft word in a separate file and a print-out of it made to have a hard copy to work on and the data was manually analysed.

A qualitative data analysis can be seen as moving from the general to the specific (Creswell, 2009:184). He uses the steps shown in figure 3.2 below to illustrate the different steps in qualitative analysis, but also states that although it is presented in a linear and hierarchical fashion, the stages are interrelated and not always done in the order presented. Steps followed when analysing qualitative data. The steps that were followed in steps 1,2,3,4,5 and 6 are illustrated in the flow chart on the next page:

Figure 3.1 Flow Chart of steps followed when analysing qualitative data.
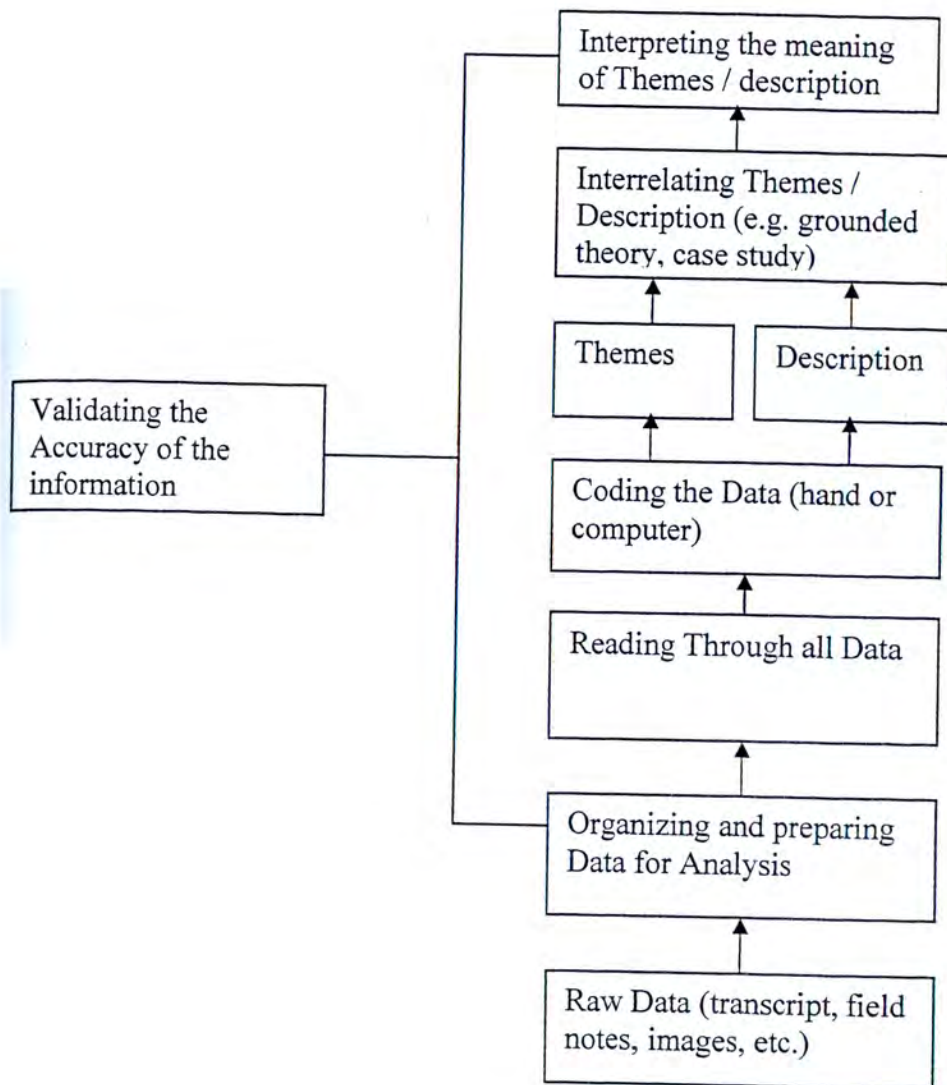
Figure 3.2 Flow chart of steps followed when analysing qualitative data (Creswell, 2009: 185)

3.3.3 Familiarisation and organisation of data

Analysing data according to Ary et al. (2006:490) involves procedures:

- Familiarisation and organisation of data, which is the essential step of coding. The researcher familiarised himself with collected data by re-reading notes and transcripts, reviewing documents and listening repeatedly to audio tapes.

- Transcription of data, according to Johnson and Christen (2004:502), is the process of transforming data from interviews or field notes into typed text. A completed transcription was read repeatedly and notes were written indicating the key ideas.

- Organising data whereby the researcher started creating a list of data sources, with the names of participants coded to conceal their identities. Each page of the transcript was marked to indicate the page number, type and source of data.

According to figure 3.2 the first step is to organise and prepare data for analysis (Creswell,2009:185).

The second step is to read through the data to get the general sense of what was said by the principals.

The third step is to do a detailed analysis through data coding.

In this study, the researcher transcribed the three interviews conducted with the principals and read through the notes and the answers supplied in the open-ended questionnaires. After thorough reading through the mentioned texts, codes were assigned to identify the themes that form the basis for the study like training of teachers, support from the Department of Education resources and attitudes of teachers towards the implementation of NCS.

The themes identified were in line with the aims and research questions that guided the study just as it was described in step four in figure 3.2. Thus a priority coding approach was adopted whereby a list of themes was determined beforehand. Thereafter the researcher made use of open coding methods and identified sub-categories that emerged from the texts under each theme and coded these accordingly. An analysis was done on how often certain categories were repeated in the text to determine the frequency of these categories in the responses on the participants by first revealing the analysis of the data collected through interviews with principals of secondary schools and also the findings from open-ended questionnaire from grade 10-12 teachers were also presented. The data analysis and presentation from document analysis were also done. In terms of

qualitative approach the data was presented raw as it was given by the participants on their experience on implementing NCS in secondary schools.

3.4 TRUSTWORTHINESS OF THE STUDY

Validity in this research has been improved through careful sampling, appropriate instrumentation and appropriate statistical treatment of the data. Cohen et al., (2002 109) indicated that it is impossible for research to be 100 percent valid. They agree that qualitative research has a measure of standard errors in it and has to be acknowledged when researching. External validity refers to the degree to which the results can be generalised to a wider population, cases or situations. The issue of generalisation is problematic (Cohen et al., 2002: 112). As this study has been done in schools in the R.S Mompati District at the Greater Delareyville Area Office, its findings and conclusions will not be generalised to the schools in the North West Province. The researcher has used member check to ensure that the information given is valid as it was given by the participants.

Reliability, for a research to be reliable it must demonstrate that it is carried out on a similar group of respondents in a similar context then similar results would be found (Cohen, et al., 2002: 117). The same questionnaires have been administered to all teachers in all schools that were selected. The researcher used the triangulation of approaches. In this design, the researcher used both qualitative and quantitative methods in order to best understand the phenomenon of interest. Triangulation is most suitable when a researcher wants to collect both types of data at the same time about a single phenomenon in order to compare and contrast the different findings to produce well valued conclusions (Maree, 2010: 267).

In order to gather rich qualitative data
- The researcher also used multiple data sources such as questionnaires interviews, documents analysis, observation and reflective journals.
- The use of member checks to confirm that the researcher captured the participants views more accurately.
- The researcher visited the research sites more than once to study and observe the participants closely.

Figure 3.2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.708	.793	22

Since the Cronbach's Alpha is slightly higher than 0.7, then the instrument is around 70 percent reliable.

3.5 ETHICAL ISSUES

Ethics have to do with application of moral principles to prevent harming or wrongdoing to others, to promote the good, to be respectful and to be fair as researchers (Opie, 2004: 25). In this study the researcher had applied ethical issues by doing the following:

- The researcher ensured that no harm was done to the participants when they responded to the questionnaire or when they were interviewed.
- The researcher briefed the participants about the nature of the research and that they could withdraw from the study without any penalty whenever they felt like.
- The researcher requested permission from the participants to interview them during the time that was convenient to them.
- The results of this study can not be used for personal gain.

3.5.1 Covering Letter

This was used as a tool to introduce the questionnaire to respondents so as to elicit responses. The letter outlined the aims of the research and assured the respondents' confidentiality. The participants were requested not to write their names as they responded. The letter was quite explicit that under no circumstances will the data be used for negative purposes.

The researcher was issued a letter of permission by the Department of Education North West University Mafikeng Campus to gain access to selected schools. The letter was used to approach

teachers and principals of participating schools. The selected teachers agreed to complete the questionnaire and the principals agreed to be interviewed.

3.6 CONCLUSION

This chapter has presented an overview of the research methodology and design. The following chapter reflects on presentation of results, data analysis interpretation and recording of research findings. This chapter presented the rationale for the research methods that were engaged in this study and the tools that were used to collect data have been discussed. The sample was described and the sample procedure explained. The advantages and the disadvantages of using the questionnaire were considered. Methods of data collection and analysis were elucidated and ethical issues were also considered. The next chapter deals with data analysis, interpretation and recording of findings from the empirical research.

CHAPTER 4

DATA ANALYSIS, INTERPRETATION AND RECORDING OF FINDINGS

4.1 INTRODUCTION

The objective of this chapter was to conduct analysis of the collected data. Tables and graphs were used to summarise the data. The challenges faced by teachers during the implementation of the National Curriculum Statement (NCS) in the Greater Delareyville AO secondary schools was also examined. Ary et al. (2006:490) argues that the real examination of a competent quantitative research comes in the analysis of data, a process that involves analytical craftsmanship and the ability to capture the understanding of data writing. The methods followed in this research as mentioned in Chapter 3 gave a rationalisation as to how data was composed. Moreover, the focus of this chapter was to report a survey which was conducted through the use of questionnaires and interviews to determine the views of the teachers and principals on the implementation of the National Curriculum Statement (NCS). The quantitative and qualitative data collected in this study was analysed and summarised in this chapter.

The responses below are divided into two categories, the first schedule was for the 14 teachers and the second schedule was for the 3 principals. The total number of teachers within the Greater Delareyville AO which were used for this study was 153. Out of that total number of 153 teachers, only 25 teachers were randomly selected and 5 teachers were initially considered for reliability and validity of the questionnaire as outlined in Chapter 3. Only 14 teachers managed to respond to the questionnaire and submitted it back to the researcher.

4.2 ANALYSIS AND INTERPRETATION OF DATA

As it was indicated in paragraphs 3.5.1 and 3.5.2, data analysis, according to Ary (2006: 499-500), involves breaking up the data into manageable themes, patterns, trends and relationships. Interpretation means relating the researchers' results and findings to existing theoretical framework or models and showing whether these are supported or facilitated by the new interpretation. Interpretation deals with the synthesis of the data into large coherent wholes (Mouton, 2008:109). The method used for data analysis in quantitative approach was descriptive statistical analysis and in qualitative approach it was content analysis.

The analysis was done using frequency distribution tables and percentages on data collected from teachers and principals of secondary schools.

The Microsoft computer software "SPSS" (version19.0) was used to prepare tables and figures in this research. In analysing the data the researcher has used statistics. Tables were used to present the data. The tables show the quantitative data organised in rows and columns. The tables in this research show percentages (Ary et al., 2006:598-599).

The tables were used to analyse the perception of teachers on the implementation of NCS, follow-up support activities and the implementation problems of the NCS in percentages.

In analysing qualitative data, the researcher started by transcribing the recorded interviews. The transcripts were read several times in order to get sense out of the interviews as a whole before dividing them into parts to determine emerging categories and themes. Similar topics were clustered together in the 3 interviews. Data were compared to establish themes. Emerging themes were identified and written down. Emerging themes were matched with the research questions to ensure that the investigation is on the right track. Related themes were categorised and data belonging to each category was grouped together in order to be analysed and iterpreted.

Validity

Validity in this study was done by taking the findings of the researcher back to the subjects being studied to verify, which is called respondent validation. Therefore findings were taken back to the principals who participated in this study for them to verify if what was captured was actually what they said. All the participants confirmed that the data was captured accurately. The findings were also validated by reviewing literature on the subject. Fairness in this study was established through validation of data by participants themselves and by asking the same questions to different participants (principals).

4.3 THE VIEWS OF THE TEACHERS AND PRINCIPALS ON THE ISSUES AND CHALLENGES FACED BY TEACHERS DURING THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT (NCS) AT THE GREATER DELAREYVILLE AREA OFFICE (AO)

Respondents and participants were requested to answer several questions with the aim of establishing their views, according to their own opinions on the various issues and challenges accompanying the implementation of NCS in their schools. The kind of questions asked are reflected in Appendix 1, see part B on page 97.

Table 4.1: Perception of teachers on the implementation of NCS

		A	SA	D	SD
1.	Learned about the implementation of NCS through the workshops.	92.9	0	0	7.1
2.	The information filtered through the workshops is usually relevant for the implementation of NCS.	57.1	7.1	35.7	
3.	The facilitators who were conducting workshops were well informed and the message was understood clearly.	42.9		50.0	7.1
4.	The facilitators are only interested in disseminating information they receive from National or Provincial Department and I have no option but to comply.	78.6	21.4	0	0
5.	The content of workshops has increased my confidence to implement the NCS.	21.4	21.4	35.7	21.4

Most of the respondents agree that they learned about the implementation of NCS through the workshops with an indication of ninety two point nine percent (92.9%), whereas a minimum of seven point one percent (7.1%) of respondents strongly disagree that they did not learn about the implementation of NCS through the workshops offered by the education department. According to Cheng (1994:28) in the literature review, it is important to develop teacher competence to meet the demands of the curriculum.

The majority of respondents, that is, fifty seven point one percent (57.1%) agree that the information filtered through the workshops is relevant to the implementation of NCS. On the other hand, thirty five point seven percent (35.7%) of the respondents disagree with the fact that relevant information about the NCS implementation is shared during workshops. According to Jansen (1998:327), OBE will not succeed in South Africa because it is politically driven and does not consider the realities of classroom life, one of the reasons being that its language is complex, confusing and contradictory in certain instances.

A minimum percentage of seven point one (7.1%) respondents strongly agree that relevant information is shared in workshops about NCS and its implementation. According to various scholars (Jansen 1998, Du Plessis 2009 & Carl 1995) in the literature, National Curriculum Statement which is Outcomes-Based Education, is a new system of education which was introduced in South Africa to address the legacy of the former Apartheid System. Yet, its duration for the training of teachers to implement it and how the education department chose to carry it out has resulted in performance dropping and teaching efficiency and effectiveness being poor.

The majority of respondents (50%), disagree that the trainers who were conducting workshops are well informed and the message is clearly understood. Forty two point nine percent (42.9%) of the participants agree that trainers conducting workshops were well informed and the attendance of the workshops understood the content. In addition, seven point one percent (7.1%) of the respondents strongly agree with the above mentioned statement. Prinsloo (2007:164) criticised the knowledge and experience of the trainers who were appointed by the department to train the teachers. He further argued that the duration for the courses was too short for them to grasp the aims and content of the programme; furthermore, they did not comprehend the problem in the contemporary classroom.

The majority of respondents, that is seventy eight point six percent (78.6%) agree that the trainers are only interested in disseminating information they received from the national or provincial departments and they therefore, did not have an option but to comply. Moreover, twenty one point four percent (21.4%) of the respondents strongly agree with the above mentioned fact. Prinsloo (2007:162) highlighted that the trainers had never been exposed to a classroom of 40 naughty children. The facilitators spoke of the importance of the programme but did not give examples of how to handle ill-disciplined learners. He further indicates that the workshops and in-service training mainly dealt with how to fill in forms, set out portfolios and this does not improve any intrinsic educational value and help teachers to implement NCS effectively.

The majority of respondents, that is, thirty five point seven percent (35.7%) disagree that all their fears and problems regarding the implementation of NCS were taken care of through workshops. An equal percentage of twenty one point four percent (21.4%) agree and others strongly agree but others strongly disagree with the above mentioned statement.

Prinsloo (2007:162) indicated that the general impression he got was that the teachers in government schools, especially those in rural areas, were ill-equipped to cope with what the OBE programmes intended to do; however, the Minister of Education verified that there are some inconsistencies within the programme that needed to be corrected. A point to note is that not much research has been done in the field of the challenges faced by teachers with regard to NCS or OBE. The aim of this research was to scrutinise this phenomenon and ultimately advise relevant stakeholders on how they can best solve these challenges and come up with sustainable solutions.

Table 4.2: Follow up support activities (in percentages)

1.	For the successful implementation of NCS, more intense training programmes are necessary for teachers.	28.6	57.1	7.1	7.1
2.	Professional support staff visiting schools and helping teachers while they are in schools is more helpful than workshops.	21.4	42.9	28.6	7.1
3.	Teachers need opportunities to share their difficulties and experience and seek solution to their problems.	42.9	57.1	0	0
4.	Since the problems experienced by each school are unique, professional development initiated by schools is more useful than common workshops conducted from elsewhere.	57.1	42.9	0	0
5.	The workshops waste teachers and learner time.	14.3	21.4	42.9	21.4

The majority of respondents, that is fifty seven point one percent (57.1%) agree that for the successful implementation of NCS, more intense training programmes are necessary for teachers. Prinsloo (2007:163) highlighted that the former Model C teachers had succeeded on the presentation of the NCS programmes. They used strategies to develop and implement the support of their team members. They managed to meet most of the required outcomes in all four sections of the learning areas. Teachers also felt that the effect of the programme on learners was on the

school ground or in their classrooms. When learners are not at school, there is reduced positive influence of the programme.

The majority of respondents, that is forty two point nine percent (42.9%) strongly agree that professional support staff coming to schools and helping teachers while they are in schools is more helpful than workshops. Prinsloo (2007:164) indicates that in order to achieve successful results, teachers and school councils need to form teams. The information and skills need to be strengthened in follow-up sessions and their input from the latest information in textbooks and internet about NCS. The principals and staff need to come together and create an atmosphere of trust and sympathy in schools. In contrast, twenty eight point six percent (28.6%) of respondents disagree that professional support staff coming to schools and helping teachers while they are in schools is much more helpful than workshops. Moreover, twenty one point four percent (21.4%) of respondents agree with the above mentioned statement. Finally, seven point one percent (7.1%) of respondents disagree with the above mentioned statement.

The former Model C teachers did not get any specific training to put the aims of the program into action and they were not impressed with departmental facilitators. A percentage of fifty seven point one (57.1%) and forty two point nine (42.9%) indicates that the respondents agree. Moreover, they strongly agree that since the problems experienced by each school is unique, professional development initiated by schools is more useful than common workshops conducted from outside.

Fifty seven point one percent (57.1%) and forty two point nine percent (42.9%) verifies that respondents beyond reasonable doubt agree that the workshops waste teachers' and learners' time. Vandeyar and Killen (2003:119) stated that since OBE was introduced in South African schools, teachers were stressed because they had to follow the new approach in planning, teaching and assessment. Many teachers were stressed because they were ill-prepared for this paradigm shift.

Table 4.3: Implementation problems of the NCS (in percentages)

		A	SA	D	SD
1.	The effectiveness of NCS is seriously impaired due to its flawed implementation.	78.6	14.3	7.1	0
2.	Teachers view NCS as an obstacle to the progress of education.	42.9	28.6	21.4	7.1
3.	During the implementation of NCS it was not organised.	35.7	42.9	21.4	0
4.	Initially, there was little material to cater for the entire process of implementation.	28.6	57.1	7.1	7.1
5.	Facilitators of NCS are not 100% conversant with their jobs.	35.7	64.3	0	0
6.	NCS help teachers to improve the life of the community by educating the learners.	78.6	14.3	7.1	0

Teachers were mainly frustrated by the new jargon of OBE and Curriculum 2005 (Jansen, 1998:327, DoE, 2002:7). They wanted the changes to be postponed because they were not adequately trained and schools were not provided with the necessary resources for this new teaching (Jansen, 1998:328). Teachers are mostly frustrated by the issues of assessment guidelines on the fundamental principles of good assessment practice (Vandeyar & Killen, 2003:122). The majority of respondents with a percentage indication of forty two point nine (42.9%) disagree that the effectiveness of NCS is seriously impaired due to its flawed implementation.

An equal percentage of twenty one point four (21.4%) indicates that some participants strongly agree and some strongly disagree with the fact that the effectiveness of NCS is seriously impaired

due to its flawed implementation. Lastly, fourteen point three percent (14.3%) of respondents agree with the above mentioned statement made by the researcher.

The majority of respondents with a percentage indication of seventy eight point six (78.6%) view NCS as an obstacle to the progress of education. In addition, fourteen point three percent (14.3%) of respondents strongly agree that they view NCS as a challenge. Lastly, seven point one percent (7.1%) of respondents disagree with the statement made by the researcher that they view NCS as an obstacle to the progress of education. Van Deventer (2008:126) found it difficult to determine the level of expertise of OBE teachers. He mentioned that some teachers claimed to be qualified to teach subjects such as Life Orientation. Being qualified in Life Orientation subject ranged from attending a three day HIV/AIDS course, two hour Life Orientation workshop to be an ex-Guidance, ex-Religious, or an ex-Physical Education teacher. Life Orientation is a new learning area within the curriculum. A rapid transition would show that it is unrealistic to expect thoroughly trained and experienced Life Orientation teachers in all schools (Rooth & Prinsloo, 2008:135).

The majority of respondents with an indication of forty two point nine percent (42.9%) agree that during the implementation of NCS was not organised. Moreover, twenty eight point six percent (28.6%) of the respondents strongly agree with the above mentioned statement made by the researcher. In contrast, twenty one point four percent of respondents disagree with the above mentioned statement. Seven point one percent of the participants strongly disagree with the fact that during the implementation of NCS it was not organised. According to Van De Venter (2008:137) the school policies are not conducive to the successful implementation of OBE because teachers do not have the same conceptualisation of NCS. The main concern is that the importance of NCS can only be brought to the fore by teachers best suited to teach NCS.

Forty two point nine percent (42.9%) of the respondents strongly agree that initially there was shortage of material to cater for the entire process of implementation. According to Van Deventer (2008), the schools indicated that about 70% of the teachers stated that they had shortages and other needs which were necessary to teach. Some schools did not have apparatus and equipment for PE. Van Deventer (2008:135) believes that teachers were spoon-fed during their pre-service training programmes at HETS. Team planning sessions and presentations of LO in SP occurred in 60% of the schools. Teachers, who did not make team planning sessions, did an individual planning session and this was due to lack of qualified teachers in the learning area. Fifty seven

point one percent (57.1%) of respondents strongly agree that the trainers of NCS are not familiar with what they are supposed to be training. Twenty eight point six percent (28.6%) of the respondents agree that trainers of NCS lack knowledge of what they are supposed to do. In contrast an equal percentage of seven points one (7.1%) differ with what the researcher uttered.

The majority of respondents, that is sixty four point three percent (64.3%) strongly agree and thirty five point seven percent (35.7%) of respondents agree that NCS helps teachers to improve the life of the community by educating the learners. According to Prinsloo (2007:155), NCS is intended to guide and prepare learners for life and its possibilities. It is more concerned with the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity and career choice in order to equip learners for meaningful and successful living in a rapidly changing and transforming society.

4.4 FINDINGS FROM THE INTERVIEWS WITH THE PRINCIPALS

The participants' responses were themed according to the research questions in 1.3 and also to satisfy the research aims 1.4.

The responses were themed as follows:

Support

What kind of professional support do you get from the departmental officials?
Participant 1's responses:

"They organise Professional Support Forum workshops for teachers to identify their problem and where possible they assist. When they visit schools they also help teachers with their challenges. This model of education is new, it needs teachers, and dedicated teachers who are fascinate to can seek the information. Most of our teachers are reluctant to read, especially with the problems of the LOs. After having gone to the workshop, they never give themselves chance to consult, consult with the other teachers from their neighbouring schools to find out whether they are on the right track, they never consult."

Participant 2's responses:

"They organise Professional Support Forum workshops for teachers to identify their problem and where possible they assist. When they visit schools they also help teachers with their challenges."

Participant 3's responses:

"I have mentioned previously that they hold regular Professional Support Forum where any challenges that teachers face as far as their subject teaching or assessment is concerned will help and try to come up with solutions."

What role do Subject Advisors play in order to help the teachers with the implementation of the NCS?

Participant 1's responses:

"Ja, we do get support, they organise the workshops and they support us. Normally, when they visit the schools they do check the amount of work done, especially CASS pieces, and once those are done they are always satisfied."

Participant 2's responses:

As the principal, I am not Miss or Mrs knows it all, I am not familiar with all the subjects. I have specialised with History and Psychology, so if I am experiencing a problem or my teachers are having problems, I refer them to the Subject Advisors.

Participant 3's responses:

"Up to this far I don't think they are experiencing any problems because the Learning Outcomes, they guide you on what is expected, after having taught the Assessment Standards, they also serve as a guide and you know at the end what you have taught you will be able to know the results thereof."

How do you help your teachers with the problems/challenges they might be encountering during the implementation of the NCS?

Participant 1's responses:

"Ja, because sometimes I just ask teachers to remain behind after school for maybe an hour so that we can try to deal with some of these things, but that does not happen frequently because of the load of work we don't always have time, but whenever we have time we do."

Participant 2's responses:

"Eh…, what we always do is hold some subject meetings that are where we try to identify the weaknesses or problem areas for teachers. Then we try to link or liance with the Professional Support Service, so that they can provide that support service professionally to the teachers. In some instance yes it helps because at least Subject Advisors do come to school and they provide that necessary support."

Participant 3's responses:

"Right, educators were sent to PSFs or Professional Support Forum, where they were made aware of the changes and how to implement those changes."

Do you think that those workshops organised by the AO, do they really benefit the teachers?
Participant 1's response:
"They do a lot of monitoring and when they monitor and if they find that the way we are implementing is not correct, they show us. They come and recheck again they do advise us as to what we should do and if there are schools which are doing well, they tell us to go to those schools to see if what they are doing will be suitable for us to implement."

Participant 2's response:
"They do help to a certain level because when a teacher comes from these, the teachers who normally attend are able when they come from the workshops. They are able to handle the

curriculum effectively and are able to meet the Learning Outcomes and the Assessment Standards, so they do attempt. We are not quite sure as to whether what we are doing, are we on the right track as this is the new model."

Participant 3's response:

"We normally go to schools and teachers who attended so that they can give us feedback so that we must not lack behind."

What do you do in order to help teachers who didn't attend the workshops for the implementation of the NCS?

Participant 1's response:

"Usually the new teachers are inducted into the school, I take them through short courses and then I organise workshops for them internally and most of these teachers attend workshops which are organised by the AO."

Participant 2's response:

"Most of the teachers attended."
So how are you helping those that did not attend? *up with those who attended."*

Participant 3's response:

"Some teachers attended but a few didn't attend."

Participant 1&2 support the teachers on their implementation challenges by holding subject meetings to iron out their problems whereas participant 3 indicated that teachers are normally sent to Professional Support Forums whereby they are assisted by the subject specialists.

All the participants indicated that Departmental Officials organise Professional Support Forums to assist teachers with their problems. The participants also indicated that the workshop are organised to develop the teacher in order to cope with the challenges of the new curriculum. This is supported by Cheng (1987:27) on his article where he suggest that there should be teacher development approach and dynamic curriculum change and this study satisfied sub-goal 3.

In response to the question of the role played by the Subject Advisors in helping teachers with the implementation of NCS, participant1 responded that the Subject Advisors do a lot of monitoring and assist teachers with the problems they are faced with. Participant 2 responded that the workshops which are conducted by the Subject Advisors are helping teachers. He further indicated that teachers are mostly assisted on the problems of the Learning Outcomes and the Assessment Standards.

Participant 3 responded that if they are having problems the Subject Advisor does advise them to visit other schools to check on how they are handling their problems and she stated that to a certain extent they are given help or they copy what other schools are doing. This suggests that more intensive training and workshops as well as in-service training are also needed in order to address the challenges which the teachers are encountering when implementing the NCS.

When responding to the question of what are principals doing to help the teachers who did not attend the workshop for the implementation of the NCS, participant1 indicated that new teachers are inducted into the school, short courses are held with them and workshops are also organised internally and most teachers attend work-shops which are organised by the Area Office.

Participant 2 stated that he organises mini workshops at school to help the teachers who did not attend the NCS workshop.

Participant 3 indicated that most of the teachers attended the workshop for the implementation of NCS. These responses suggest that the government has a task to ensure that all teachers undergo workshops. This can be done through in-service training. The Area Office, the District Office and the Department of Education must ensure that all teachers are re-trained.

Training

Can you kindly tell me about the problems you are encountering concerning the LO's and AS?

Participant 1's responses:

"What the teachers do not understand are the LO's and the AS, there the teachers when assessing the learners they are not sure if they are assessing LO 1, 2 or 3,so the problem with the teachers is the assessment of the outcomes."

Participant 2's responses:

"This model of education is new, it need teachers who are fascinate to can seek the information. Most of our teachers are reluctant to read, especially with the problem of the LOs. After having gone to the workshop, they never give themselves chance to consult with the other teachers from the neighbouring schools to find out whether they are on the right track, they never consult."

Participant 3's responses:

"Ja, that's where the big problem is. We are encountering a very serious problem concerning the LO's and the AS because for one to prepare for a particular LO and the related AS, it needs a lot of time and the load, that is the number of subjects that each teacher has to teach does not give us enough time to do that. Also the training that we got concerning the LO's and the AS was not enough. So we do not really understand how to implement the LO's in relation to AS."

What do you think need to be improved when conducting the NCS workshop?

Participant 1's responses:

"I just need well trained facilitators, people who understand the matter, then there should be time for the workshop, not just a week for the whole syllabus."

Participant 2's responses:

"I think that it is necessary for teachers to be trained at tertiary level whenever a new curriculum is introduced for its implementation to run smooth."

Participant 3's responses:

"I think specialists are required, people who are qualified in this model."

The participants had indicated that teachers are encountering problems with the Learning Outcomes and the Assessment Standards. This suggests that the training period for the implementation of the National Curriculum Statement was too short. The respondents had indicated that although they attended training the time allocated was not adequate for them to grasp the information they needed, which would equip them with the necessary skills and strategies to implement the NCS effectively.

When responding to the question of training period participant1 responded that because the training period was inadequate he did not benefit much on the new model of education. Participant2 responded that at tertiary level the curriculum should be in par with the curriculum in high schools. Participant 3 surprisingly enough responded that the timing was correct because the Subject Advisors frequently engage with them at schools and they are helping with the challenges that they are faced with. This is in contrast to the responses of other participants. This shows that there is confusion and frustration among principals as their views are in contradiction with each other.

With response to the question of what need to be improved when conducting the NCS workshop participant1 responded that there should be well trained facilitators who understand the matter and there should be enough time for the workshops not just a week for the entire syllabus. In contrast participant2 suggested that teachers should be trained at tertiary level whenever a new curriculum is introduced for its implementation to run smoothly. Participant 3 agree with participant1 that specialists who are well qualified on that model are required. The researcher supports the views of the participants who need well trained facilitators and subject specialists because they will be able to assist the teachers with the implementation problems. Jansen (1998:325) indicated that OBE will fail in South Africa because it is based on flawed assumptions about what happens inside the school, how classrooms are organised and the kind of teachers that are within the system. If teachers are inadequately trained how will they cope with the problems they are facing when they implement the NCS.

Resources

Can you kindly tell me about the resources during the implementation of the NCS in your school?

Participant 1's responses:

"The problems that are there in school generally are performance of learners because of the socio economic conditions that we find ourselves in, in a rural area where most of the parents are pensioners. So when we give learners work to go and do at home, they don't have people who can help them at home. So that impacts negatively on their performance."

Participant 2's responses:

"The problem is that we do not have the laboratory; we do not have the library, so..., and the furniture also, so these are some of the things that impact negatively on the performance of the learners.

What we have is just a classroom which we have converted it into a laboratory. So we have son few science equipments, although they are not enough, that's a bit we can do."

Participant 3's responses:

"Ah..., in terms they are given what we call, ah..., Annual Program of Assessment. They are mc aware in each and every subject, there is an Annual Program of Assessment, where learners I to know when are they writing certain tasks and their parents are also given those Ann Program of Assessment, so that they should assist and encourage their children in doing tl school work."

Does the government fairly support you with the necessary resources?

Participant 1's responses:

"The resources the government fairly supplied. We got the text books in time, the problem is we don't have libraries. You know this kind of education need learners who can refer. We r. d the libraries where they can get all they need."

Participant 2's responses:

"Besides the training I think what the government need to do is to familiarise the teachers h the new curriculum and also bring in relevant resources that are needed in the schools, I thi. will improve."

Participant 3's responses:

"The government made it a point that the schools are well equipped in terms of learner suppo material. This learner support material, are ah... normally what they do, they sent publishers schools with the catalogues and samples of books, so we go through the books to check whic ones are most suitable and the teachers take decisions as to which books they are going to use. the government is very supportive in that regard because a lot of money is spent on statione especially text books. It is unlike in the past where our parents had to pop out a lot of money buy text books for us, in this case the government is supplying everything for the learners."

The above response shows that participant 1 and 2 suggest that shortage of infrastructure like libraries and laboratories contribute to learner performance which drops as the Minister of Education has indicated. This supports the research problem 1.2 whereby the researcher is investigating the challenges which the teachers are encountering on the implementation of NCS Participant 3 indicated that the learners are given Annual Program of Assessment to know exac what is expected of them each term.

In response to the question of the implementation of NCS, participant 1indicated that the Mode schools are doing well because they are well resourced and he suggested that the government should try to assist the underprivileged communities, they can also do well. Participant 2 also indicated that the shortage of classrooms is also a challenge to teachers and learner support material also poses a problem. He further stated the problem of learners who are sensitive to th environment, the problem here is that learners and teachers are unable to link the content with their environment and this is also a challenge to them. Participant 3 also agrees with participan

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on the shortage of classrooms. Teaching and learning can not be effective if learners are overcrowded because individual attention is impossible.

In response to the question of the resources participant 1 has indicated that the government had fairly supplied the resources. In contrast participant 2 responded that the government needs to familiarise the teachers with the curriculum and bring the relevant resources needed in schools for the implementation of NCS to improve. Participant 2 also agrees with participant 1 that the schools were well equipped in terms of learner support material.

Time

What can you say about the implementation period, whether it was too short or just fine?

Participant 1's responses:

"Yes, it was too short, the government after the attainment of the democratic elections, they had to change the education and fit the one which was to suit the current society which is the democratic society. That is why I said it is the new version of the society which means the new nation, new education, new curriculum, and new approaches. Ja, these are the new approaches which I say that we are having the problems with, as teachers to implement its objectives."

Participant 2's responses:

"The implementation period was too short, as I have indicated earlier that its training lasted for only one week."

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Participant 3's responses:

"Maybe I feel the only thing I can complain about is the amount of time. What they normally do, these workshops are conducted after school and as a result thereof, they take a lot of our time and the government expects us to keep in contact with learners and when they are conducted in the afternoon, we come back from work, we are tired and sometimes we don't even concentrate."

In response to the question of the implementation period participant 1 indicated that it was very short because after the government attained its democratic election, it had to change the education and fit the one which was to suit the current society. He further stated that it is the new approaches which the teachers are having problems with to implement its objectives. Participant 2 responded that the implementation period was too short and he further indicated that the training only lasted for one week. Participant 3 also supported the above participants that the amount of time given to workshops is short because workshops are normally conducted after school and it takes a lot of their time and the government also expects them to keep in contact with the learners. She further stated that when workshops are conducted in the afternoon, they come from school, they are tired and sometimes they don't even concentrate. That is why Jansen (1998:327) indicated that OBE will fail in South Africa because it is politically driven and does not consider the realities of classroom life. It also undermined the learning environment in schools and classrooms of the new South Africa.

Participant 1 further stated that the training period was too short and he did not benefit as much as he would have liked to have benefited. Participant 2 stated that the government was hasty to introduce NCS and ignored the fact that teachers had to be well trained in order to cope with the challenges of NCS meanwhile the new curriculum was introduced to people who are the products of the old system. Participant3 also agrees with the others that the training of teachers was not

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adequate and learner support material was not enough because learners' textbooks were printed before the curriculum was implemented, therefore textbooks clashed with the curriculum. If teachers are inadequately trained it will be difficult for them to assess learners failure because they lack assessment skills. Further more if teachers are inadequately trained or using old teaching methods, how would it be possible to assess learners fairly.

Attitude

In your experience do you regard NCS as a failure or success?

Participant 1's responses:

"I regard it as a success, but the only problem is that people are not familiar with and have not specialized in it. The intentions are good but the problem is the implementation thereof. It intends to produce knowledgeable learners, multi skilled learners and learners who could be sensitive to the environment. So the problem is the implementation. The teachers are the ones who have the problem of implementing it."

Participant 2's responses:

"I regard it as a success."

Participant 3's responses:

"I regard this as a success because I feel that it is specifically designed for a black child because in that case there is no role learning, learners are expected to apply critical and analytical thinking."

What is your experience on the implementation of NCS?

Participant 1's responses:

"Although change is very difficult to adapt ah..., its implementation was smooth because there was support from the government. I think the government is doing everything in its power to ensure the success and with the support it is giving educators, I think in the long run it is going to be beneficial to the black child."

Participant 2's responses:

"I think the government is doing everything in its power to ensure the success and with the support it is giving the educators, I think in the long run it is going to be beneficial to the black child."

Participant 3's responses:

"We have like this kind of education, were we are teaching the outcomes, we are not sure of this education we hope that it should have recovered.., they should have developed the child, the potential of the child in terms of knowledge and the skills like for instance there is this area which has been introduced, learners who are sensitive to the environment, now in most instances the learners even the teachers are unable to link the content with their environment."

What can you say about the facilitators who conducted the workshops before the implementation of the NCS?

Participant 1's responses:

"The facilitators were not well conversant, ah...because nobody has specialised in this model of NCS, it is new to everybody."

Participant 2's responses:

"It looked like they needed more training themselves because at some stage it looked as if they were not sure of what they were saying."

Participant 3's responses:

"I think they also received training because what they imparted to us was easily implementable. So that is why it ran smoothly. They came with past..., in the first instance, they set the question papers so that we should know what to do. They came up with rubrics and the information on how to design the rubrics and new marking guidelines, so they were also well informed."

What can you say regarding the organisation before NCS was implemented?

Participant 1's responses:

"I said at the beginning that the intentions are good. The intensions of this model are very good. Now the problem is the mediators, which are teachers, we are not quite sure especially about those disadvantaged schools, we are not sure if it will produce learners which the government was intending to produce after introducing the model."

Participant 2's responses:

"No, I don't think it was well organised, otherwise we would not be having the problems we are having now."

Participant 3's responses:

"Initially it was not and there was resistance from the educators because if you look at it, they were so many. OBE was implemented and after OBE then thereafter came another one. So the

teachers were hostile towards these changes. So as a result it was very difficult to accept, adjust and adapt to them."

The responses of participant 1 and 2 regarding the organisation for the implementation of the NCS is that it was not well organised otherwise they would not have been encountering the problems they are having. Participant 2 also indicated that there was resistance from the teachers and that they were hostile towards this change. Participant 3 also supported the others by indicating that the intentions of the NCS are good but the problems lies with the mediators. This shows that the implementation period was pre-mature and the government was hasty to implement it that is why there are so many challenges which the teachers are faced with.

On the question of whether NCS is a failure or success participant 1 regards it as a success although people are not familiar with it because they have not specialised in it. He further stated that it is intended to produce knowledgeable learners who are multi skilled and learners who could be sensitive to the environment Participant 2 and 3 also agree with participant 1 that it is a success. Therefore the problem with it was the implementation period which was very short.

In response to the question of facilitators who conducted the NCS workshops participant 1 responded that the facilitators were not well conversant because nobody had specialised with the NCS. Participant 2 responded that it looked like they needed more training themselves because at some stage it looked like they were not sure of what they were saying. But surprisingly participant 3 responded that they received training because what they shared with them was easy to implement.

In response to the question of their experience on the implementation of the NCS the participants responded that the implementation was smooth because they received support from the government. Their responses satisfy sub-goal 3 which talks about the possible professional development plans for teachers as follow-up support activities.

Participant 1 had also indicated that when they were trained for NCS they were allowed to give their inputs. They made facilitators aware of their schools which are of disadvantaged communities, they lack infrastructure like laboratories and libraries where learners and teachers

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need to get there, do their experiments and refer as the new curriculum demands them to refer in different sources. Participant 2 responded that teachers need to be trained in order to interprete the curriculum, the outcomes, the Assessment Standards and the outcomes of the curriculum.

Participant 3 stated that the implementation of the new curriculum has too much paper work and less time for teaching. Participant 1 further stated that the government is trying its level best to ensure that NCS become successful and that the NCS in future will benefit the black learners. Participant 2 suggested that intensive workshops should be conducted for every new curriculum. Participant 3 indicated that the government is offering free bursaries for teachers to do Advance Education Certificate in Life Orientation and Mathematical Literacy. This response also support sub-goal 3.

4.5 CONCLUSION

This chapter focused on the analysis of data as well as the interpretation and presentation of findings from the empirical data. Based on the participants' responses, it is evident that NCS and OBE have got challenges which need immediate attention in order to achieve excellent performance from teachers and learners. The Department of Education needs to come up with innovative strategies to facilitate teachers' training process and the facilitation of educating the learners in a way in which they understand. The next chapter deals with the summary of findings and recommendations. The next chapter deals with the summary, discussion of findings, recommendations and conclusion.

CHAPTER 5

SUMMARY AND DISCUSSION OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

After the collected data was presented, analysed and interpreted in the previous chapter, this chapter dealt with summarising the results of the findings discussed in the previous chapter, proposing intervention strategies aimed at solving the research problem and coming up with a conclusion for the whole study.

5.2 SUMMARY OF THE WHOLE STUDY

Chapter 1 outlined the orientation, introduction and background of the study. It also dealt with statements of the problem, research questions, research aims and the importance of the study. Definition of basic concepts, delimitation and limitations of the study were also provided.

Chapter 2 focused on the theoretical framework and literature review, dealing with the challenges faced by the teachers during the implementation of the National Curriculum Statement.

Chapter 3 dealt with the research design and methodology. The researcher employed the quantitative and the qualitative approaches for data collection. The instruments used for data collection included questionnaires for Grade 10 – 12 teachers and the interview scheduled for high school principals.

Chapter 4 focused on the presentation of findings and data analysis. The data was presented in Tables and Graphs. The responses of the participants were also presented as raw data.

Chapter 5 provides an overview of the findings, recommendations and draws the appropriate conclusions based on the investigation.

5.3 RESEARCH FINDINGS

5.3.1 Findings from the empirical study

One of the aims of this study, as mentioned in chapter 1, was "to investigate the challenges faced by teachers during the implementation of the National Curriculum Statement (NCS) in secondary schools at the Greater Delareyville Areas Office (AO)". Furthermore, the topic on "challenges faced by teachers pertaining to implementing the NCS" proved that teachers are the ones who prepare future leaders and entrepreneurs. Therefore, government needs to solve these challenges which result in high failure rate of learners by bringing together resources in an innovative manner to address needs and wants of the teachers.

The findings shown in table 4.3 is that 42.8% and 28.6% of the teachers felt that NCS is an obstacle to the progress of education. All these show that, the planning part of the NCS was not properly addressed by the Department of Education on the infrastructure of NCS. In addition to that, this study indicated that despite the good intentions of the Department of Education on the introduction of NCS, the facilitators of the NCS were not 100% conversant with their job and this was supported by a percentage of 35.7% and 42.9% of the respondents in the study. Based on the findings in Table 4.3, the researcher came to the conclusion that the NCS is not succeeding in instilling its core principles of encouraging social transformation, high knowledge and skills, amongst secondary school learners. This is despite all the educational transformations that had taken place, despite the good policy formulations on the part of the Department of Education. NCS has many challenges which need to be dealt with.

One would argue that if the NCS was indeed succeeding, there would be an increase in the number of learners pass rate as it was the concern of the Minister of Education (refer to paragraph 1 of 1.2). Table 4.2 shows the findings of the respondents in which 21.4% agree and 42.9% strongly agree that the NCS workshops were a waste of the learners' and teachers' time. This again points heavily against one coming to the conclusion that the Department of Education is not succeeding in instilling educational values amongst learners. Lack of NCS proper training that was indicated by 35.7%, while some of the teachers 42.9% indicated that during the implementation of the NCS it was not organised and some teachers never received NCS training. Lack of NCS proper training of some teachers is a cause for concern, especially since the transformation of the new curriculum was of a radical nature. There were obviously some new

things to be learned. The researcher is of the opinion that it may be fitting to attribute some of the blame to lack of proper training of teachers as a reason for the failure to attain the NCS' aims (Refer to 1.4).

The whole situation points to lack of appropriate forecast on the part of the Department of Education as one would anticipate the Department to have invested much on teacher training and expansion earlier to implementing the new curriculum, if they wanted the NCS to succeed. Some principals even mentioned that one week's training cannot be regarded as sufficient, especially since it was not coupled with follow-ups at school level. Equally surprising are the results of 42.9% of respondents who confirmed that curriculum support was not adequately offered. The findings indicate that 7.1% of the teachers were of the opinion that curriculum support was either totally missing or not sufficient. This shows that not all is lost because it shows that if the correct strategies can be put in place, the NCS can still be implemented correctly.

5.3.2 Research findings related to research question 1

(What are the challenges experienced by teachers when implementing the National Curriculum Statement at secondary school level).
The following findings were revealed:

- The teachers and principals were not adequately trained to implement the National Curriculum Statement (paragraph 4.1) because their training period was too short. Teachers indicated that even though they were trained they did not get enough information as they wished to.
- If teachers are not well informed and they did not get in-service training the implementation of the National Curriculum Statement in secondary schools will not be up to the expected standard.

5.3.3 Research findings related to research question number 2

(What is the possible professional development plan for teachers as follow-up support activities?)
The following findings were revealed:

- For the successful implementation of the National Curriculum Statement more intense training programmes are necessary for teacher's (paragraph 6 and 7). Teachers felt that professional support coming to schools is more helpful than workshops. Whereas some of the teachers felt that workshops waste teachers' and learners' time.

- Principals indicated that the professional support forums attended by teachers are helping teachers with the problems which they are encountering during the implementation of the NCS.
- The principals also need libraries and laboratories to be built in schools at rural areas to make teaching and learning effective.
- The Department of Education must appoint qualified facilitators who are well conversant with the information concerning the implementation of the NCS.
- The researcher agrees with the proposal advanced by some teachers that professional support staff coming to schools and helping teachers while they are in schools is more helpful than workshops. The researcher further agrees with some of the proposals that, for the successful implementation of NCS, more intense training programmes are necessary for teachers.

5.3.5 Research findings related to research questions number 3

(What are the possible solutions to overcome the challenges the teachers are facing with the implementation of NCS?)

- Teachers and principals need more workshops and in-service training to help them with the problems they are facing when implementing the NCS.
- The principals also need libraries and laboratories to be built in schools especially in rural areas to make teaching and learning effective.
- The Department of Education must appoint qualified facilitators who are conversant with the information concerning the implementation of the NCS.

5.4 Research findings from literature study

Jansen (1998: 325) indicated that the Review Committee of 2005 recommended that language and design of the new curriculum should be simplified and streamlined. It further recommended for learner-teacher support material, educator orientation development, provincial support and feasible time frame. If teachers were adequately trained, the NCS problems would have been minimised.

Jansen indicated that when OBE was implemented in South Africa its policy was associated with economic growth. It was expected that the economy would grow by 6% and it would assist with

the high rate of unemployment. The economy of South Africa is growing at 3% and it is difficult to create jobs. "OBE is regarded as a facilitating human resource development and potentially contributing to a vibrant economy" (National Curriculum Development Committee, in Jansen 1998: 334). He further indicated that this statement is misleading. This OBE policy misguided and misinformed teachers and the public (Jansen, 1998: 325).

Du Plessis et al. (2009) indicated that the RNCS for Grade R- 9 is intended to prepare learners to be ready when they exit the GET to be absorbed at the workplace or to be ready for tertiary education. He further stated that in FET Grade 10 – 12 reports will be replaced by NCS. The NCS has three designed features which are applied from Grade R – 12; these features are critical outcomes, developmental outcomes and the assessment standards.

According to Jansen (1998: 322), the implementation plan was poorly structured. He stated that the implementation of OBE occurred in a fragile and volatile context whereby the society was changing and it was under resourced, the implementation time was forced whereas the human and financial resource were limited. This led to the implementation problems which are faced by the teachers when implementing the NCS.

NCS is outcomes-based and Jansen (1998:327) stated that OBE will not succeed in South Africa because it is politically driven and does not consider the realities of the classroom life and it undermines the learning environment, the schools and classrooms of the new South Africa and that's why the teachers are faced with so many problems when trying to implement the NCS. The classrooms are overcrowded and teacher-learner ratio is unacceptable.

Jansen (1998: 324) had further stated that OBE would fail in South Africa because it was based on flawed assumptions about what happened inside the school, how classrooms were organised and the kind of teachers that were within the system This is also leading to implementation problems because if classrooms are not organised to suit the new curriculum and teachers are not well trained to cope with the needs of the NCS teaching and learning won't be effective.

Cheng (1987: 27) stated that curriculum change should be approached from individual programme or school level in order to fit teacher competence and student characteristics. If teachers are competent it becomes easy for curriculum to be planned and for administrators and

external experts to implement it, therefore if the Department of Education could have considered that maybe the challenges of teachers could have been minimised.

Prinsloo (2007: 155) researched about the implementation of Life Orientation; he selected teachers and principals of 12 secondary schools in 4 provinces of South Africa. In his study he indicated that teachers had to be adequately trained in order to understand the content, aims, outcomes and didactic methods of Life Orientation programme.

Prinsloo (2007: 159 - 163) found that expectations and involvement of parents and caretakers had to be considered because their lack of support could sabotage the well-intended reforms. The views he got from the principals and teachers about the implementation problems of Life Orientation are as follows:

- Lack of value system;
- Lack of parent involvement;
- Influence of the community;
- Lack of proper role models in teaching staff;
- Difficulties with the policies of the Department of Education; and
- Issues of cultural diversity.

According to Vandeyar & Killen (2003: 122 – 123), the focus of NCS was on assessment emphasising individual growth and development to monitor the progress of learners and to facilitate their learning. Therefore, if teachers are inadequately trained and they are incompetent it would be difficult for them to assess the learner and that is why they are faced with so many challenges in implementing the NCS.

The following data collection techniques were used to gather information from principals; observation, reflection journal and documents. When the principals were observed by the researcher as they were interviewed, the researcher found that some of the questions were answered by emphasising words even the gestures were noticed like when the principals talked about the lack of libraries in schools, which enable learners to do their work competently as they need such resources.

In case of shortage of laboratories one principal indicated that they improvised by using classrooms to store the apparatus and chemicals. Lack of libraries and laboratories affect the performance of learners negatively

The reflection journals were used to record the behaviour of principals when they responded to some of the questions, like the support they got from the Department Officials, the facilitators being not competent about the content. The way the principals had responded emphasising some statements shows that lack of facilities like laboratories affects their work.

Documents like diaries of the principals, attendance registers for teachers, minutes books for staff meetings, learner-attendance registers and log books were also checked. Teachers' and learners attendance registers were used to check if maybe high failure rate was not caused by poor attendance, but that was not the reason as attendance of both teachers and learners was pleasing. Minutes books were used to check how often the principals call staff meetings to prepare for internal workshops to assist teachers who encounter problems in different Learning Areas. The minute books indicated that staff meetings are held at least once a month and internal workshops are often held.

Log books were used to check how often the Department Official and Subject Advisors visit schools to assist teachers. The researcher found that Subject Advisors of different Learning Areas do visit schools at least once quarterly to monitor the learners and teachers work.

5.3.6 Synthesis of findings from literature study and the empirical research

There is a little consistency between the literature study and the empirical research. The literature clearly shows what should be done in order to achieve the aims and objectives of NCS when implementing it but the findings from the empirical study are different from what the literature presented. For teachers to successfully implement the NCS they should be empowered and be competent to meet the demands of the new curriculum but as they were inadequately trained this could do more harm than good in the curriculum implementation (Cheng, 1994: 27). The participants indicated that for them to succeed with the implementation of the new curriculum they need to be properly trained.

Support from the Department of Education should be provided through in-service training with facilitators who are well conversant with the strategies and knowledge of the new curriculum. Jansen (1998:327) made it clear that OBE will not succeed in South Africa because it is politically driven. He said that the language of OBE and NCS is complex, confusing and contradictory in certain instances and this could do more harm than good to its implementation.

Participants in this study were faced with the following challenges regarding the implementation of a new curriculum: poor understanding of the curriculum implementation strategies due to inadequate training; a lack of support during the implementation process; lack of resources and support material; a heavy workload and less contact time with learners. The way forward is for the Department of Education to seriously invest in training and continuous support of in-service teachers training. An opportunity to address the challenges brought about by poor training and a lack of support may be addressed by the appointment of well informed facilitators and the availability of the necessary resources. When the opportunity presents itself, teachers ought to be empowered with a thorough understanding of the curriculum implementation strategies and a clear vision of how it should be implemented to take teaching, learning and assessment to a new higher level.

With continuous support from highly knowledgeable, development-oriented Subject Advisors they ought to be assisted in backward design and the generation of context-specific material for effective teaching, learning and assessment. The National Curriculum Statement had very good intentions which can change the life of learners if it can only be well implemented and the teachers' challenges can be well addressed.

5.4 RECOMMENDATIONS

5.4.1 Respondents' recommendations and how to improve the situation

The researcher presented the responses of the participants raw as they were presented, that is, without interfering by giving her personal view on the issues. What is noteworthy to the researcher is how these responses helped to answer the research questions and also providing alternatives to the problem. The participants were asked to give advice and suggestions on how to

implement NCS effectively. The following are synopsis of their suggestions without any modification on the part of the researcher:

- Increase training duration for the NCS implementation to be effective.
- Effective planning by the Department of Education will result in a better pass rate for learners and motivate teachers.
- The Department must reduce a lot of paper work for teachers and there should be more contact time with the learners to make teaching and learning effective.
- Well informed facilitators should be appointed.
- Subject Advisors should regularly visit schools to support teachers on the challenges they are encountering when implementing NCS.
- Libraries and laboratories should be built in schools in rural areas to make learning and teaching effective.
- More workshops and in-service training should be regularly held to assist teachers with the Learning Outcomes and the Assessment Standards.

5.4.2 Researcher's recommendations related to the findings

The researcher is of the opinion that the following strategies can be helpful in motivating the teachers to further implement the NCS properly with the help of the Department, hence the following recommendations were made.

Support programmes and the availability of resources are important factors in the implementation of the new curriculum. Teachers get encouraged when they undergo development training and when resources are provided.

5.4.2.1 Mix theory with practice

There is no way that NCS can be learned solely from books without the teachers fully understating what it entails. The results of this study show that NCS helps teachers to improve the life of the community by educating the learners provided that proper training is given in the implementation by the Department.

5.4.2.2 Provide departmental support

Both teachers and learners need extensive support from the Department of Education in order to achieve its objectives. The relevant documents should be thoroughly edited for consistency, plain language and ease of understanding and use.

Subject Advisors' roles, as school-based subject experts must be affirmed. A job description and performance plan for Subject Advisors that focus their work on the delivery, implementation and monitoring of the curriculum and offering subjects specific support to teachers must be tabled.

The Department of Education is further advised to undertake research studies to assess and evaluate whether its aims and objectives on various issues within the National Curriculum Statement are being achieved. It is not enough to just state the intention without monitoring its success. The underlying principle behind this plan is that if problems could be detected as early as possible, harm would eventually be greatly reduced.

5.4.3 Recommendations made on the basis of the findings from this study; The following recommendations were made:

- The Department of Education must reduce a lot of paper work for teachers and there should be more contact time with the learners.
- Well informed facilitators should be appointed.
- Libraries and laboratories should be built in schools in rural areas to make learning and teaching effective.

If the Department of Education can reduce a lot of paper work for teachers and more time be provided for teaching of learners, teachers could give learners enough time for individual attention and assist them with their problems where possible. If well informed facilitators can be appointed, they will be able to provide teachers with necessary knowledge and skills. If libraries and laboratories can be built in schools, the learners will be able to access the relevant

information required easily for their projects and assignments. Laboratories will assist teachers and learners to do experiments with ease.

5.4.4 Recommendations made as a result of the findings from this study

What is the possible professional development plan for teachers as follow-up support activities? The following findings were made:

- Subject Advisors should regularly visit schools to assist teachers with the implementation challenges.

- More workshops and in-service training should be regularly held to assist teachers with the Learning Outcomes and Assessment Standards which seem to be the major challenging factors on the side of the teachers.

- Support programmes and availability of resources are the important needs on the implementation of the new curriculum. Teachers get encouraged when they undergo development programmes and when necessary resources are provided.

5.5 FURTHER RESEARCH INVESTIGATIONS

Teachers and principals need more workshops and in-service training to help them overcome the problem they are faced with when implementing the NCS. The Department of Education must appoint qualified facilitators who are conversant with the information concerning the implementation of the NCS.

5.6 LIMITATIONS OF THE STUDY

The following were identified research limitations within which the study was conducted:

- The researcher was not directly involved in the filling out of the questionnaire; time and distance were limitation since it was difficult to know whether the questionnaire was understood by the teachers.

- Since only one Area Office was used, being the Greater Delareyville AO at R.S. Mompati District, the results cannot be generalised to the whole North-West Province.

- The sample size is also the limitation of this study because the sample was too small due to the poor response of the respondents in quantitative research. Some of the respondents failed to return the completed questionnaires.

5.7 CONCLUSION

This study aimed at investigating the challenges faced by teachers during the implementation of the National Curriculum Statement. The collected data and analysis that followed helped to propose tentative solution to these problems. The findings of this study have shown that although the National Curriculum Statement has its Learning Outcomes and Critical Outcomes, not much has been achieved as far as the intention of developing learners is concerned. This has been confirmed by the literature review. The literature review proved beyond reasonable doubt that South Africa is still behind in as far as the implementation of the envisaged education system is concerned. Of greater concern is the finding of this study, that 71.5% of the teachers view NCS as an obstacle to the progress of education. The study has further proved (through 78.6%) of respondents who stated that the effectiveness of the NCS is seriously impaired due to its flawed implementation. The research questions raised at the beginning of the study have been fairly answered as the study unfolded. After going through all the arguments and positions advanced in this study, one can safely conclude that the study has succeeded in achieving its stated aims.

The type and quality of education received does not always develop the specific skills needed to function. Policy conceptualisation must be aligned with implementation and monitoring, in order to detect problems at an early stage. A relevant curriculum will provide the starting point towards the attainment of this goal. Issues such as whether the teachers show an understanding of where the new curriculum is driving them to can be areas of further research study. The gap between theory and practice must be closed if the country is really serious about instilling educational values amongst learners. This can only be achieved if more money is directed towards properly implementing the NCS training for teachers in order for them to be successful. Since the area of study was focused on Grade 10 - 12 teachers from secondary schools as determined by the scope of its research design, it is advisable that the results of this investigation not be used to generalise about the entire education system. This research can, however, serve as a useful basis for a more detailed investigation.

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APPENDIX 1

QUESTIONNAIRE FOR TEACHERS WHO ARE INVOLVED IN THE IMPLEMENTATION OF THE NATIONAL CURRICULUM STATEMENT IN GRADE 10 – 12.

Kindly read the questionnaire very carefully and decide how you feel about each statement. You are to express your feelings by putting a tick in the appropriate column. Please note that you are not required to write down your name.

PART A

BIOGRAPHICAL DATA

1 Gender

Male	
Female	

2 Age

20-30 years	
30-40 years	
40-50 years	
50 and above	

3 Marital Status

Single	
Married	
Divorced	
Other	

4 Educational Qualification

Diploma	
Degree	
Honours	

Masters	

5 Teaching experience

Below 5 years	
Between 4 – 10 years	
Between 11 – 15 years	
Above 15 years	

6 Your position at present

Principal	
Deputy principal	
Head of department	
Teacher	

7 Experience in the present post

Below 5 years	
Between 5 – 10 years	
Between 11 – 15 years	
Above 15 years	

PART B

With due respect, mark the appropriate block with a tick (√).

Keys: A   Agree

     SA   Strongly Agree

     D   Disagree

     SD Strongly Disagree

PERCEPTION OF TEACHERS ON THE IMPLEMENTATION OF NCS

		A	SA	D	SD
1.	Learned about the implementation of NCS through the workshops.				
2.	The information filtered through the workshops is usually relevant for the implementation of NCS				
3.	The facilitators who were conducting workshops were well informed and the message was understood clearly.				
4.	The facilitators are only interested in disseminating information they received from National or Provincial Departments and I have no option but to comply.				
5.	The content of workshops has increased my confidence to implement the NCS.				

If any other specify:

....

....

....

....

Part C

FOLLOW UP SUPPORT ACTIVITIES

		A	SA	D	SD
1.	For the successful implementation of NCS, more intense training programmes are necessary for teachers.				
2.	Professional support staff visiting schools are helping teachers while they are in schools is more helpful than workshops.				
3.	Teachers need opportunities to share their difficulties and experience and seek solutions to their problems.				
4.	Since the problems experienced by each school are unique, professional development initiated by schools is more useful than common workshops conducted from elsewhere.				
5.	The workshops waste teachers and learners time.				

If any other specify:

....

....

....

Part D

IMPLEMENTATION PROBLEM OF NCS

		A	SA	D	SD
1.	The effectiveness of NCS is seriously impaired due to its flawed implementation.				
2.	Teachers view NCS as an obstacle to the progress of education.				
3.	During the implementation of NCS it was not organised.				
4.	Initially, there was little material to cater for the entire process of implementation.				
5.	Facilitators of NCS are not 100% conversant with their jobs.				
6.	NCS help teachers to improve the life of the community by educating the learners.				

If any other specify:

....

....

....

APPENDIX 2

INTERVIEW QUESTIONS SCHEDULE FOR PRINCIPALS

1. What is your experience in the implementation of NCS?
2. Can you share with me your experiences concerning the training for the implementation of NCS?
3. What can you say about the facilitators who conducted the workshop before the implementation of NCS?
4. Can you kindly tell me about the resources during the implementation of NCS in your school generally?
5. What kind of profession support do you get from the Department officials?
6. How do you assist your teacher with the problems/challenges they might be encountering during the implementation of NCS?
7. What can you say regarding the organisation before NCS was implemented?
8. How are learners developed during the implementation of NCS?
9. What role do subject advisors play in order to help the teacher with the implementation of NCS?
10. What do you do in order to help teachers who didn't attend the workshops for the implementation of NCS?
11. In your experience do you regard NCS as a failure of success?
12. Can you kindly share with me the problems which teachers are encountering during the implementation of NCS if any?
13. What else can you say about the implementation of NCS, suggestion, recommendation or add something?
14. What do you think need to be improved when conducting NCS workshops?
15. Can you kindly tell me about the problems you are encountering concerning the LO's and the AS?
16. What can you say about the implementation period, whether it was too short or just fine?
17. In conclusion what would you like to add concerning the implementation of NCS?

APPENDIX 3

RESPONSES OF THE PRINCIPALS TO THE INTERVIEW QUESTIONS

Question1: What is your experience on the implementation of NCS?

Participant 1:

"Teachers need to be trained to be able to interpret the curriculum, the outcomes thereof, as well as the Assessment Standards and the outcomes of the curriculum."

Participant 2:

"After the implementation of this new curriculum, the problem is that there is too much paper work and less time for teaching."

Participant 3:

"Although change is very difficult to adapt ah..., its implementation was smooth because there was support from the government."

Question 2: Can you share with me your experiences concerning the training for the implementation of NCS?

Participant 1:

"Ja, when it started all I can say is that the government was hasty to introduce it and they took the over side of the teachers, mind you, this is new and it is introduced to the people who are the products of the old system, most of the teachers are from that old system, so it is something new introduced to everybody."

Participant 2:

"Firstly it was the training; the training of educators was not adequate and also the provision of learner support material was not done properly because the learners' textbooks were printed before the curriculum was implemented and there was a clash between the textbooks which were brought to schools had clashed with the curriculum."

Participant 3:

"Ah..., the government made it a point that the schools are well equipped in terms of learner support material. This learner support material, ah... normally what they do, they send publishers to schools with catalogues, and samples of books, so we go through the books to check which ones are most suitable and the teachers take decisions as to which book they are going to use. So the government is very supportive in that regard because a lot of money is spent on stationary, especially textbooks. It is unlike in the past where our parents had to pop out a lot of money to buy textbooks for us, in this case the government is supplying everything for the learners."

Question 3: What can you say about the facilitators who conducted the workshop before the implementation of NCS?

Participant 1:

"The facilitators were not well conversant, ah...because nobody has specialised in this model of NCS, it is new to everybody."

Participant 2:

"It looked like they needed more training themselves because at some stage it looked as if they were not sure of what they were saying."

Participant 3:

"I think they also received training because what they imparted to us was easily implementable. So that is why it ran smoothly. They came with past..., in the first instance, they set the question papers so that we should know what to do. They came up with rubrics and the information on how to design the rubrics and new marking guidelines, so they were also well informed."

Question 4: Can you kindly tell me about the resources during the implementation of NCS in your school generally?

Participant 1:

"The resources the government fairly supplied. We got the textbooks in time, the problem is that we don't have libraries. You know this kind of education need learners who can refer. We need the libraries where they can get all they need."

Participant 2:

"The problem is that we do not have the laboratory; we do not have the library, so..., and the furniture also, so these are some of the things that impact negatively on the performance of the learners."

Participant 3:

"When NCS was implemented there was a shortage of resources like classrooms, libraries and laboratories as well as the learner support material."

Question 5: What kind of professional support do you get from the Departmental Officials?

Participant 1:

"Ja, we do get support, they organise the workshops and they support us. Normally, when they visit the schools they do check the amount of work done, especially CASS pieces, and once those are done they are always satisfied."

Participant 2:

"Eh..., what we always do is hold some subject meetings that are where we try to identify the weaknesses or problem areas for teachers. Then we try to link with the Professional Support Service, so that they can provide that support service professionally to the teachers. In some instance yes it helps because at least Subject Advisors do come to school and they provide that necessary support."

Participant 3:

"They do a lot of monitoring and when they monitor and if they find that the way we are implementing is not correct, they show us. They come and recheck again they do advise us as to what we should do and if there are schools which are doing well, they tell us to go to those schools to see if what they are doing will be suitable for us to implement."

Question 6: How do you assist your teachers with the problems/challenges they might be encountering during the implementation Of NCS?

Participant 1:

"Usually the new teachers are inducted into the school, I take them through short courses and then I organise workshops for them internally and most of these teachers attend workshops which are organised by the AO."

Participant 2:

"Ja, because sometimes I just ask teachers to remain behind after school for maybe an hour so that we can try to deal with some of these things, but that does not happen frequently because of the load of work we don't always have time, but whenever we have time we do."

So you don't cater for that in your time table?

"In the timetable we don't really cater for that, as I said because of the load of work, we don't have any time for, in the time table we cannot just do that."

Participant 3:

"As the principal, I am not Miss or Mrs knows it all, I am not familiar with all the subjects. I have specialised with History and Psychology, so if I am experiencing a problem or my teachers are having problems, I refer them to the Subject Advisors."

Question 7: What can you say regarding the organisation before NCS was implemented?
Participant 1:

"Ja, I would be glad if the government could establish the libraries and laboratories especially to those disadvantaged communities so as to help teachers and learners to do their work."

Participant 2:

"No, I don't think it was well organised, otherwise we would not be having the problems we are having now."

Participant 3:

"Initially it was not and there was resistance from the educators because if you look at it, they were so many. OBE was implemented and after OBE then thereafter came another one. So the teachers were hostile towards these changes. So as a result it was very difficult to accept, adjust and adapt to them."

Question 8: How are the learners developed during the implementation of NCS?
Participant 1:

"I said at the beginning that the intentions are good. The intensions of this model are very good. Now the problem is the mediators, which are teachers, we are not quite sure especially about

those disadvantaged schools, we are not sure if it will produce learners which the government was intending to produce after introducing the model."

Participant 2:

"The problems that are there in school generally are performance of learners because of the socio economic conditions that we find ourselves in, in a rural area where most of the parents are pensioners. So when we give learners work to go and do at home, they don't have people who can help them at home. So that impacts negatively on their performance."

How do you usually help your teachers to do experiments without a laboratory?

" What we have is just a classroom which we have converted it into a laboratory. So we have some few science equipments, although they are not enough, that's a bit we can do."

Participant 3:

"Ah..., in terms they are given what we call, ah...; Annual Program of Assessment. They are made aware in each and every subject, there is an Annual Program of Assessment, where learners had to know when are they writing certain tasks and their parents are also given those Annual Program of Assessment, so that they should assist and encourage their children in doing their school work."

Question 9: What roles do Subject Advisors play in order to help the teachers with the implementation of NCS?

Participant 1:

"They organise Professional Support Forum workshops for teachers to identify their problem and where possible they assist. When they visit schools they also help teachers with their challenges. This model of education is new, it needs teachers, and dedicated teachers who are fascinate to can seek the information. Most of our teachers are reluctant to read, especially with the problems of the LOs. After having gone to the workshop, they never give themselves chance to consult, consult with the other teachers from their neighbouring schools to find out whether they are on the right track, they never consult."

Participant 2:

"They organise Professional Support Forum workshops for teachers to identify their problem and where possible they assist. When they visit schools they also help teachers with their challenges."

Participant 3:

"I have mentioned previously that they hold regular Professional Support Forum where any challenges that teachers face as far as their subject teaching or assessment is concerned will help and try to come up with solutions."

Question 10: What do you do in order to help the teachers who did not attend the workshops for the implementation of NCS?

Participant 1:

"Most of the teachers attended."

So how are you helping those that did not attend?

"We just try to hold some mini workshops at school to bring those who did not attend to speed up with those who attended."

Participant 2:

"Some teachers attended but a few didn't attend."

Participant 3:

"We normally go to schools and teachers who attended so that they can give us feedback so that we must not lack behind."

Question 11: In your experience do you regard NCS as a failure or success?

Participant 1:

"I regard it as a success, but the only problem is that people are not familiar with and have not specialized in it. The intentions are good but the problem is the implementation thereof. It intends to produce knowledgeable learners, multi skilled learners and learners who could be sensitive to the environment. So the problem is the implementation. The teachers are the ones who have the problem of implementing it."

Participant 2:

"I regard it as a success."

Participant 3:

"I regard this as a success because I feel that it is specifically designed for a black child because in that case there is no role learning, learners are expected to apply critical and analytical thinking."

Question 12: Can you kindly share with me the problems which teachers are encountering during the implementation of NCS?

Participant 1:

"Except the problem of libraries and laboratories, shortages of classrooms are also a challenge to teachers and learner support materials are also a problem. We have like this kind of education, where we are teaching the outcomes, we are not sure of this education we hope that it should have covered..., it should have developed the child, the potential of the child in terms of the knowledge and the skills, like for instances, there is this area which has been introduced, learners who are sensitive to the environment, now in most instance the learners even the teachers are unable to link the content with their environment, that is where the problem comes."

Participant 2:

"Except the problem of libraries and laboratories, shortages of classrooms are also a challenge to teachers and learner support materials are also a problem."

Participant 3:

"Up to this far I don't think they are experiencing any problems because the Learning Outcomes, they guide you on what is expected, after having taught the Assessment Standards, they also serve as a guide and you know at the end what you have taught you will be able to know the results thereof."

Question 13: What else can you say about the implementation of NCS, suggestions, recommendations or add something.

Participant 1:

"We were allowed to give inputs, where we made them aware of our schools. Most of our schools are of disadvantaged communities, so there is a great shortage of infrastructure, infrastructure like libraries where learners need to get there and refer as the model demand them to refer to different sources. There are no laboratories in most of our schools for even teachers to conduct experiments, so there is a need for infrastructure to be established especially for those schools which were disadvantaged."

Participant 2:

"More intense workshops should be conducted because for the previous curriculum we had to go for four years intensive training, so, I mean for every curriculum there should be an intensive training is important."

Participant 3:

"I think the government is doing everything in its power to ensure its success and with the support it is giving to the educators, I think in the long run it is going to be beneficial to the black child."

Question 14: What do you think need to be improved when conducting NCS workshops?

Participant 1:

"I think specialists are required, people who are qualified in this model."

Participant 2:

"I just need well trained facilitators, people who understand the matter, then there should be time for the workshop, not just a week for the whole syllabus."

Participant 3:

"Maybe I feel the only thing I can complain about is the amount of time. What they normally do, these workshops are conducted after school and as a result thereof, they take a lot of our time and the government expects us to keep in contact with learners and when they are conducted in the afternoon, we come back from work, we are tired and sometimes we don't even concentrate."

Question 15: Can you kindly tell me about the problems you are encountering concerning the LO's and the AS?

Participant 1:

"What the teachers do not understand are the LO's and the AS, there the teachers when assessing the learners they are not sure if they are assessing LO 1, 2 or 3, so the problem with the teachers is the assessment of the outcomes."

Participant 2:

"This model of education is new, it need teachers who are fascinate to can seek the information. Most of our teachers are reluctant to read, especially with the problem of the LOs. After having gone to the workshop, they never give themselves chance to consult with the other teachers from the neighbouring schools to find out whether they are on the right track, they never consult."

Participant 3:

"Ja, that's where the big problem is. We are encountering a very serious problem concerning the LO's and the AS because for one to prepare for a particular LO and the related AS, it needs a lot of time and the load, that is the number of subjects that each teacher has to teach does not give us enough time to do that. Also the training that we got concerning the LO's and the AS was not enough. So we do not really understand how to implement the LO's in relation to AS."

Question 16: What can you say about the implementation period, whether it was too short or just fine?

Participant 1:

"Yes, it was too short, the government after the attainment of the democratic elections, they had to change the education and fit the one which was to suit the current society which is the democratic society. That is why I said it is the new version of the society which means the new nation, new education, new curriculum, and new approaches. Ja, these are the new approaches which I say that we are having the problems with, as teachers to implement its objectives."

Participant 2:

"The implementation period was too short, as I have indicated earlier that its training lasted for only one week."

Participant 3:

"I think the timing was correct because every now and then we engage with Subject Advisors and when we are experiencing challenges they are willing to help, they are always there to help us, even if the teacher for example does not understand or cannot teach a content in his or her subject, if you ask one of the Subject Advisors to come and assist, they willingly assist, they never disappoint us."

Question 17: In conclusion, what would you like to add concerning the implementation of NCS?

Participant 1:

"One other thing is the individuality of the resources in some schools, there are schools which are doing well especially those which were of Model C because they are well resourced, but I think if the government can especially try to control the under privileged communities, I think we can still do well."

Participant 2:

"Ja, besides the training I think what the government needs to do is to familiarise the teachers with the curriculum and also bring in relevant resources that are needed in schools, I think it will improve."

Participant 3:

" *I think that it is necessary for the teachers to be trained at tertiary level, whenever a new curriculum is introduced for the implementation to run smooth.* "

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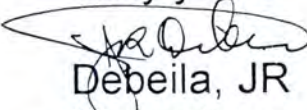# SCHOOL OF POSTGRADUATE STUDIES

TO WHOM IT MAY CONCERN

This is to confirm that the bearer of this note, Ms Kolisang, TA (16402421) is one of our registered student doing MED Degree at our university. As part of her field research she has to do school –based research at her chosen school(s). Your school is one of her selected schools. .
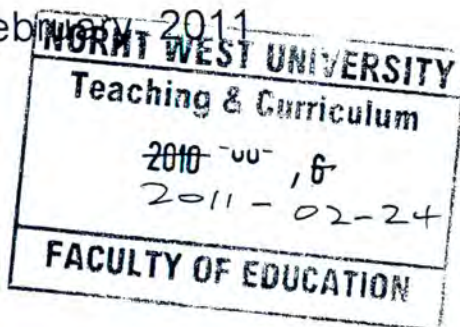
In view of her commitment I hereby request your office(s) to allow her to do research at a school or schools falling under your jurisdiction..

Your cooperation in this regard is highly valued.

Truly yours

Debeila, JR
Supervisor

Date: 24 February 2011

NORTH WEST UNIVERSITY
Teaching & Curriculum
~~2010 -00- 6~~
2011 - 02 - 24
FACULTY OF EDUCATION

18 Boipelo Street
Unit 3
MMABATHO
2735

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Investigating challenges faced by teachers during the implementation of the National Curriculum Statement in High Schools.

SUBMITTED BY

Tlhorisego Agnes Kodisang

FOR THE DEGREE OF

Master of education
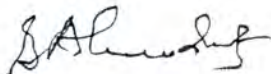(Education Management)

IN THE

School of Postgraduate Studies

Faculty of Education

North-West University

Mafikeng Campus

Has been edited for language by:

Prof. S.A. Awudetsey

Prof. S.A. Awudetsey
0722371390

APPENDIX 5

P.O Box 821

Mafikeng

2735

1 June 2011

Area Office Manager

Greater Delareyville

RE: Request for permission

I Kodisang T.A am a Masters student studying at the university of the North West - Mafikeng Campus. I hereby request permission to come and collect data from the teachers and principals of the high schools at the Greater Delareyville Area Office from July to August.

Thank you in anticipation of your co-operation and assistance ,

Yours sincerely

Kodisang T.A

Student number: 16402421